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ABSTRACT

This report presents Austin Independent School District 1984 test results on the Texas Assessment of Basics Skills (TABS). It was administered to all third, fifth and ninth grade students and to high school students not meeting ninth grade state-set mastery criteria, the minimum competency requirement for graduation. Results are presented as percentages of students demonstrating mastery of each objective. Exit-level results also include the percentage of students mastering each test section (mathematics, reading, and writing). Mastery levels are not set for grades 3 and 5, so the average percentage of students demonstrating mastery on each objective is used as an overall score for these grades. The results are presented in five attachments: (1) the Summary Reports for each grade, which also contain demographic data such as ethnicity and special program participation; (2) results by objectives, 1980-1984; (3) results of exit level mastery, by grade and year; (4) results by ethnicity and test area, 1980-1984; and (5) school comparisons, for 1984 by grade. (BS)

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1984 TABS Final Report

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AUSTIN INDEPENDENT SCHOOL DISTRICT

GRADE 3

MATHEMATICS	STUDENTS MASTERING
Select Units of Measure	68%
Subtract Whole Numbers	73%
Order Whole Numbers	75%
Identify Fractional Parts	81%
Read and Write Whole Nos.	85%
Complete Number Patterns	85%
Add Whole Numbers	86%
Solve Word Problems: +,-	87%
Identify Values of Money	89%
Multiply Whole Numbers	92%

READING	
Identify Main Idea	77%
Sequence Events	77%
Recall Facts and Details	87%
Understand Word Structures	90%
Use Context Clues	91%
Recognize Words Through Phonics	95%
Recognize Words by Sight	97%
Follow Written Directions	97%

WRITING	
Punctuation	70%
Written Composition	75%
Sentence Structure	80%
Capitalization	93%
Correct English Usage	94%
Spelling	97%
Handwriting	100%

GRADE 5

MATHEMATICS	STUDENTS MASTERING
Solve Word Problems: x,÷	64%
Interpret Place Value	65%
Identify Equivalent Fractions	65%
Divide Whole Numbers	75%
Identify Geo. Terms/Figures	76%
Solve Word Problems: +, -	78%
Subtract Whole Numbers	81%
Multiply Whole Numbers	84%
Order Whole Numbers	87%
Add Whole Numbers	89%
Select Units of Measure	90%
Interpret Graphs	97%

READING	
Distinguish Fact, Non-Fact	64%
Identify Main Idea	66%
Predict Outcomes	71%
Sequence Events	78%
Recall Facts, Details	81%
Draw Conclusions	83%
Follow Written Directions	85%
Identify Character Feelings	86%
Use Index	87%
Use Maps, Charts	90%
Use Context Clues	96%

WRITING	
Punctuation	74%
Correct English Usage	77%
Written Composition	81%
Sentence Structure	85%
Capitalization	92%
Commonly Used Forms	93%
Spelling	98%
Handwriting	99%

GRADE 9

MATHEMATICS	STUDENTS MASTERING
Solve Personal Finance Problems	49%
Use Ratio/Proportion/Percent	59%
Use Fractions/Mix Nos: +, -, x	67%
Solve Problems: +,-,x,÷	75%
Use Measurement Units	81%
Use Decimals: +, -, x,÷	84%
Find Total Dollar Amount/Correct Change	86%
Multiply/Divide Whole Numbers	89%
Read, Interpret Charts/Graphs	92%
Determine Distance/Location on on Maps	95%
Add/Subtract Whole Numbers	96%
Total Mathematics	81%

READING	
Identify Main Idea	79%
Perceive Cause-Effect	80%
Use Parts of Book	81%
Draw Conclusions	81%
Distinguish Fact, Non-Fact	81%
Evaluate Information	81%
Make Generalizations	84%
Use Maps, Charts	87%
Use Reference Skills	87%
Sequence Events	89%
Follow Written Directions	93%
Total Reading	86%

WRITING	
Written Composition	67%
Correct English Usage	73%
Punctuation	79%
Commonly Used Forms	87%
Spelling	90%
Sentence Structure	92%
Capitalization	94%
Handwriting	99%
Total Writing	66%

1984 TABS AT A GLANCE: PERCENTAGE OF STUDENTS MASTERING EACH OBJECTIVE

83.21

1984 TABS
EXECUTIVE SUMMARY

Performance by Austin ISD students on the 1984 Texas Assessment of Basic Skills (TABS) was higher in mathematics and reading, but lower in writing than in past years. However, the results must be interpreted within the context of statewide trends that will not be provided by the Texas Education Agency until the fall of 1984. Informal communications with other urban districts indicate that the same changes that occurred in AISD also occurred statewide. The TABS is a statewide test given annually to students in grades 3, 5, and 9-12.

I. Comparison to Previous AISD Results

- The trend in AISD continues to be toward higher levels of mastery of the TABS objectives.
- Although minority students scored lower than nonminority students, their gains were somewhat greater.
- The percentage of grade 3 students who mastered each TABS objective was up two percentage points in mathematics to 82%, up three in reading to 89%, and down two in writing to 87%.
- Grade 5 mastery levels were up four percentage points to 79% in mathematics, up two in reading to 81%, and down one in writing to 87%.
- Grade 9 mastery levels were up three percentage points in mathematics to 81%, up seven in reading to 86%, and down 21 in writing to 66%.
- Writing scores have risen and fallen yearly as a result of scoring difficulties and changes in scoring standards at the state level. Scoring criteria were raised in 1984; therefore, comparisons to past years are not indicative of actual changes in mastery levels.

II. Comparisons to Other Texas Urban Districts

Available information from the other seven urban districts indicates:

- Mathematics and reading mastery levels in all urban districts were higher in 1984 than in previous years.
- Writing mastery levels were slightly lower in grades 3 and 5 and substantially lower in grade 9 in all urban districts.
- AISD's gains in mathematics at grades 5 and 9 were not as large as those for other urban districts.

83.21

TEXAS ASSESSMENT OF BASIC SKILLS 1984

Background

The Texas Assessment of Basic Skills (TABS) is a state-mandated test that also provides data for the information needs stated in the 1983-1984 Evaluation Design for the State Compensatory Education Program.

The TABS was administered in 1984 for the fifth consecutive year. It was administered to all students in grades 3, 5, and 9 and to students in grades 10 through 12 who had not previously demonstrated mastery on the ninth-grade TABS according to state-set criteria.

Testing was February 13 through 22. Scoring was done by Information Services, TABS Operational Reports, a contractor for TEA, who provided Austin ISD the standard reports plus the data tape used by ORE to perform additional analyses.

The TABS results in this report are presented as percentage of students demonstrating mastery of each objective. In addition, exit-level results include the percentage of students mastering each section of the test (mathematics, reading, and writing).

A mastery level has been set by the State Board of Education for the exit level tests only. No mastery level has been established for grades 3 and 5. However, this report uses the average percentage of students demonstrating mastery on each objective as an overall score at grades 3 and 5

The mastery criterion set by TEA for exit-level mathematics and reading is 30 out of 44 possible correct answers, which is lower than the score identified in AISD as equivalent to a 9.0 grade equivalent (GE) on the Tests of Achievement and Proficiency (TAP). An equating study performed at ORE equating TABS and TAP, yielded a TABS raw score of 37 in mathematics and 39 in reading as equivalent to the ninth-grade minimum competency requirement for graduation.

83.21

HOW DID AUSTIN ISD STUDENTS PERFORM ON TABS IN 1984?

This report presents Austin ISD student performance on TABS in 1984. The summary table on the inner front cover shows the TABS objectives in increasing order of the percentage of students mastering each objective.

Attachment 1 presents the Summary Reports for all students in grades 3, 5, and 9 tested this year whose scores were valid. These reports indicate the number of students included in the summary and the percentage of these students mastering each objective in mathematics, reading, and writing. The Summary Reports also include demographic data such as:

- ethnicity
- limited-English-proficient (LEP) students
- special education students
- participation in free and reduced-price meal program
- participation in Chapter 1 Regular and Migrant Programs
- participation in Bilingual or ESL Programs
- participation in state gifted/talented programs

Attachment 2 presents the percentage of students mastering each objective each of the years the test has been administered.

Attachment 3 shows the percentage of high school students demonstrating state mastery each year the test has been administered. This information is broken down by grade level and by students taking the TABS for the first time and those being retested.

A table indicating the percentage of students demonstrating mastery in each high school, as well as the ranking of the high schools is indicated in this attachment.

Attachment 4 is a summary by ethnicity including the students mastering the TABS objectives in grades 3 and 5 and the percentage of students demonstrating mastery of the test in grade 9. These results as well as the gains made from year to year are presented for Black, Hispanic, and White students.

Attachment 5 presents the percentage of students at each campus mastering each objective at grades 3, 5, and 9, as well as the percentage of students mastering each objective who were at the same junior high for two consecutive years, and who took the TABS in grade 9 this year.

ATTACHMENT 1
TABS
Summary Reports

- Grades 3, 5, and 9
- Test Results
- Demographic Data

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 03

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.READ AND WRITE WHOLE NUMBERS	3493	85	633
	2.ORDER WHOLE NUMBERS	3101	75	1025
	3.ADD WHOLE NUMBERS	3560	86	566
	4.SUBTRACT WHOLE NUMBERS	3007	73	1119
	5.SOLVE WORD PROBLEMS: +, -	3577	87	549
	6.COMPLETE NUMBER PATTERNS	3496	85	630
	7.MULTIPLY WHOLE NUMBERS	3806	92	320
	8.IDENTIFY FRACTIONAL PARTS	3332	81	794
	9.IDENTIFY VALUES OF MONEY	3669	89	457
	10.SELECT UNITS OF MEASURE	2815	68	1311
	STUDENTS TESTED: 4126			
READING	1.IDENTIFY MAIN IDEA	3162	77	928
	2.RECALL FACTS, DETAILS	3574	87	516
	3.SEQUENCE EVENTS	3138	77	952
	4.FOLLOW WRITTEN DIRECTIONS	3961	97	129
	5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS	3982	95	188
	6.USE CONTEXT CLUES	3725	91	365
	7.UNDERSTAND WORD STRUCTURES	3663	90	427
	8.RECOGNIZE WORDS BY SIGHT	3951	97	139
	STUDENTS TESTED: 4090			
WRITING	1.SPELLING	3974	97	105
	2.PUNCTUATION	2835	70	1244
	3.CAPITALIZATION	3779	93	300
	4.CORRECT ENGLISH USAGE	3838	94	241
	5.SENTENCE STRUCTURE	3252	80	827
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS } APPROP. RESPONSE TO TOPIC } % R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0 0 7 68 24 0			
	HANDWRITING % ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE 99 1 0 0			
	STUDENTS TESTED: 4079			

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT	4389	
Number Not Tested	185	
The following data are based on NUMBER OF STUDENTS TESTED.	4143	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	18	0
Asian or Pacific Islander	87	2
Black	753	18
Hispanic	1245	30
White	2040	49
FREE/REDUCED PRICE MEAL PROGRAM	1789	43
CHAPTER I REGULAR PROGRAM	536	13
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	58	1
Mathematics Program	39	1
Oral Language Development Program	1	0
Eligible but not participating	0	0
Neither eligible nor participating	4045	98
LIMITED ENGLISH PROFICIENCY	262	41
BILINGUAL / ESL PROGRAMS		
Bilingual Program	200	31
English as a Second Language Program	62	9
SPECIAL EDUCATION		
Learning Disability	158	4
Emotionally Disturbed	28	1
Speech Handicapped	99	2
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	1	0
Visually Handicapped using regular test	0	0
Other handicapping condition	12	0
Non special education students	3903	94
STATE GIFTED/TALENTED PROGRAM	116	3

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE 05

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.IDENTIFY GEOMETRIC TERMS, FIGURES	2965	76	949
	2.INTERPRET PLACE VALUE	2531	65	1383
	3.ADD WHOLE NUMBERS	3494	89	420
	4.SUBTRACT WHOLE NUMBERS	3181	81	733
	5.MULTIPLY WHOLE NUMBERS	3284	84	630
	6.DIVIDE WHOLE NUMBERS	2925	75	989
	7.SOLVE WORD PROBLEMS: +, -	3069	78	845
	8.SOLVE WORD PROBLEMS: x, ÷	2506	64	1408
	9.SELECT UNITS OF MEASURE	3534	90	380
	10.INTERPRET GRAPHS	3779	97	135
	11.IDENTIFY EQUIVALENT FRACTIONS	2532	65	1382
	12.ORDER WHOLE NUMBERS	3413	87	501
	STUDENTS TESTED: 3914			
READING	1.IDENTIFY MAIN IDEA	2565	66	1304
	2.RECALL FACTS, DETAILS	3139	81	730
	3.SEQUENCE EVENTS	3011	78	858
	4.DISTINGUISH FACT, NON-FACT	2463	64	1406
	5.DRAW CONCLUSIONS	3214	83	655
	6.PREDICT OUTCOMES	2732	71	1137
	7.USE CONTEXT CLUES	3720	96	149
	8.USE INDEX	3353	87	516
	9.USE MAPS, CHARTS	3484	90	385
	10.FOLLOW WRITTEN DIRECTIONS	3302	85	567
	11.IDENTIFY CHARACTER FEELINGS	3319	86	550
	STUDENTS TESTED: 3869			
WRITING	1.SPELLING	3791	98	62
	2.PUNCTUATION	2841	74	1012
	3.CAPITALIZATION	3532	92	321
	4.CORRECT ENGLISH USAGE	2978	77	883
	5.SENTENCE STRUCTURE	3262	85	591
	6.COMMONLY USED FORMS	3680	93	253
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS APPROP. RESPONSE--PURPOSE/AUDIENCE % R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0 3 22 56 19 1 HANDWRITING % ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE 98 1 0 0 STUDENTS TESTED: 3853			

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	4189	
Number Not Tested	159	
The following data are based on NUMBER OF STUDENTS TESTED.	NUMBER 3932	PERCENT 100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	13	0
Asian or Pacific Islander	71	2
Black	798	20
Hispanic	1202	31
White	1856	47
FREE/REDUCED PRICE MEAL PROGRAM	1542	39
CHAPTER I REGULAR PROGRAM	374	10
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	6	0
Mathematics Program	1	0
Oral Language Development Program	2	0
Eligible but not participating	6	0
Neither eligible nor participating	3917	100
LIMITED ENGLISH PROFICIENCY	210	32
BILINGUAL / ESL PROGRAMS		
Bilingual Program	144	21
English as a Second Language Program	66	10
SPECIAL EDUCATION		
Learning Disability	179	5
Emotionally Disturbed	34	1
Speech Handicapped	66	2
Visually Handicapped using braille text	0	0
Visually Handicapped using large print text	0	0
Visually Handicapped using regular text	0	0
Other handicapping condition	2	0
Non special education students	3697	94
STATE GIFTED/TALENTED PROGRAM	229	6

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 09-EXIT LEVEL

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	4480	96	190
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	4176	89	494
	3.SOLVE PROBLEMS: +, -, X, ÷	3525	75	1145
	4.USE FRACTIONS/MIXED NOS: +, -, X	3136	67	1534
	5.USE DECIMALS: +, -, X, ÷	3930	84	740
	6.SOLVE PERSONAL FINANCE PROBLEMS	2278	49	2392
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	4038	86	632
	8.USE MEASUREMENT UNITS	3762	81	908
	9.USE RATIO/PROPORTION/PERCENT	2738	59	1932
	10.DETERMINE DISTANCE/LOCATION ON MAPS	4439	95	231
	11.READ, INTERPRET CHARTS/GRAPHS	4275	92	395
	STUDENTS TESTED: 4670 TOTAL MATHEMATICS:	3774	81	896
READING	1.IDENTIFY MAIN IDEA	3798	79	972
	2.SEQUENCE EVENTS	4156	89	516
	3.PERCEIVE CAUSE-EFFECT	3757	80	915
	4.EVALUATE INFORMATION	3802	81	870
	5.DISTINGUISH FACT, NON-FACT	3806	81	866
	6.DRAW CONCLUSIONS	3792	81	880
	7.MAKE GENERALIZATIONS	3914	84	756
	8.FOLLOW WRITTEN DIRECTIONS	4343	93	329
	9.USE PARTS OF BOOK	3807	81	865
	10.USE REFERENCE SKILLS	4045	87	627
	11.USE MAPS, CHARTS	4076	87	596
	STUDENTS TESTED: 4672 TOTAL READING:	3997	86	675
WRITING	1.SPELLING	4224	90	445
	2.PUNCTUATION	3682	79	987
	3.CAPITALIZATION	4377	94	292
	4.CORRECT ENGLISH USAGE	3420	73	1249
	5.SENTENCE STRUCTURE	4309	92	360
	6.COMMONLY USED FORMS	4068	87	601
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS APPROP. RESPONSE--PURPOSE/AUDIENCE % R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0 0 7 68 30 2			
	HANDWRITING % ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE 99 0 0 1			
	STUDENTS TESTED: 4669 TOTAL WRITING:	3101	66	1368

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	5257	
Number Not Tested	534	
The following data are based on NUMBER OF STUDENTS TESTED.	NUMBER 4693	PERCENT 100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	10	0
Asian or Pacific Islander	82	2
Black	775	17
Hispanic	1167	25
White	2659	57
FREE/REDUCED PRICE MEAL PROGRAM	918	19
CHAPTER I REGULAR PROGRAM	0	0
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	2	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	0	0
Neither eligible nor participating	4691	100
LIMITED ENGLISH PROFICIENCY	76	12
BILINGUAL / ESL PROGRAMS		
Bilingual Program	00	00
English as a Second Language Program	76	12
SPECIAL EDUCATION		
Learning Disability	215	5
Emotionally Disturbed	22	0
Speech Handicapped	11	0
Visually Handicapped using braille text	0	0
Visually Handicapped using large print text	2	0
Visually Handicapped using regular text	0	0
Other handicapping condition	10	0
Non special education students	4443	95
STATE GIFTED/TALENTED PROGRAM	0	0

83.21

ATTACHMENT 2
TABS
AISD Results by Objectives
1980 - 1984

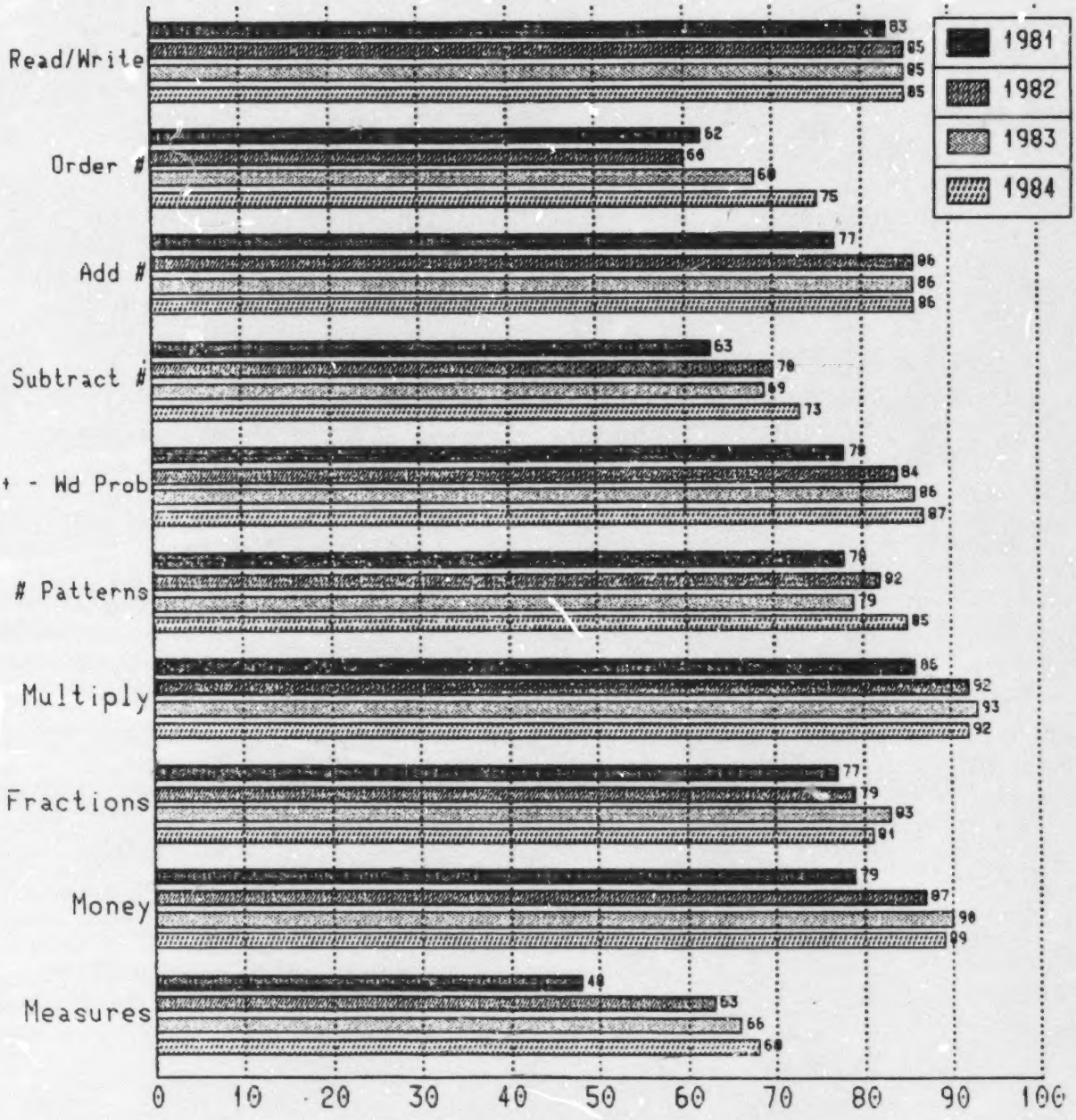
. Grades 3, 5, and 9

. Mathematics, Reading, and Writing

TABS OBJECTIVES
Mathematics, Grade 3
Key for Figure 1

Code	Objective
Read/Write	Read and write four-digit numbers (word or numerical form)
Order #	Arrange a group of three whole numbers from the greatest to least and least to greatest (up to three digits)
Add #	Find the sum of one-, two-, or three-digit numbers, with two or three addends, with or without regrouping
Subtract #	Subtract numbers having as many as three digits, with or without regrouping
+ - Wd Prob	Solve word problems involving addition or subtraction of whole numbers
# Patterns	Complete a number of patterns involving multiples of two, three, four, five, and ten
Multiply	Find the product of two one-digit numbers with one factor less than six
Fractions	Write a fraction to tell what part of a whole is illustrated, using halves, thirds, or fourths
Money	State the value (up to $5.00) of a given set of coins and bills
Measures	Select the unit of measurement needed to determine weight/mass, liquid volume, length, and time

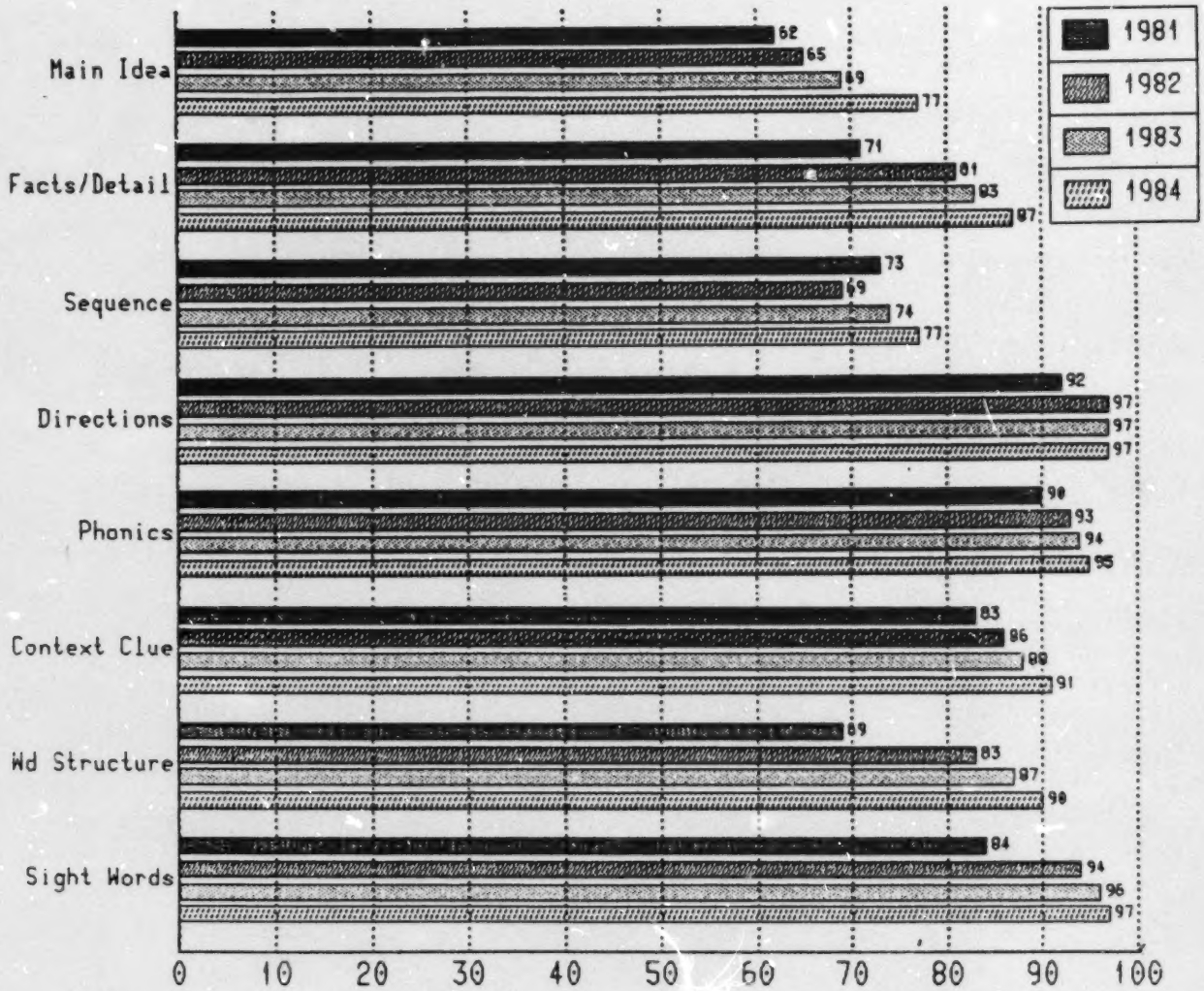
FIGURE 1. MATHEMATICS GRADE 3
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1981 through 1984.



TABS OBJECTIVES
Reading, Grade 3
Key for Figure 2

Code	Objective
Main Idea	Identify the main idea
Facts/Detail	Comprehend accurately the details in a reading selection
Sequence	Arrange a list of events in sequential order
Directions	Follow a set of written directions
Phonics	Recognize words through phonic analysis
Context Clue	Use context clues
Wd Structure	Use word structure to identify words
Sight Words	Recognize words by sight

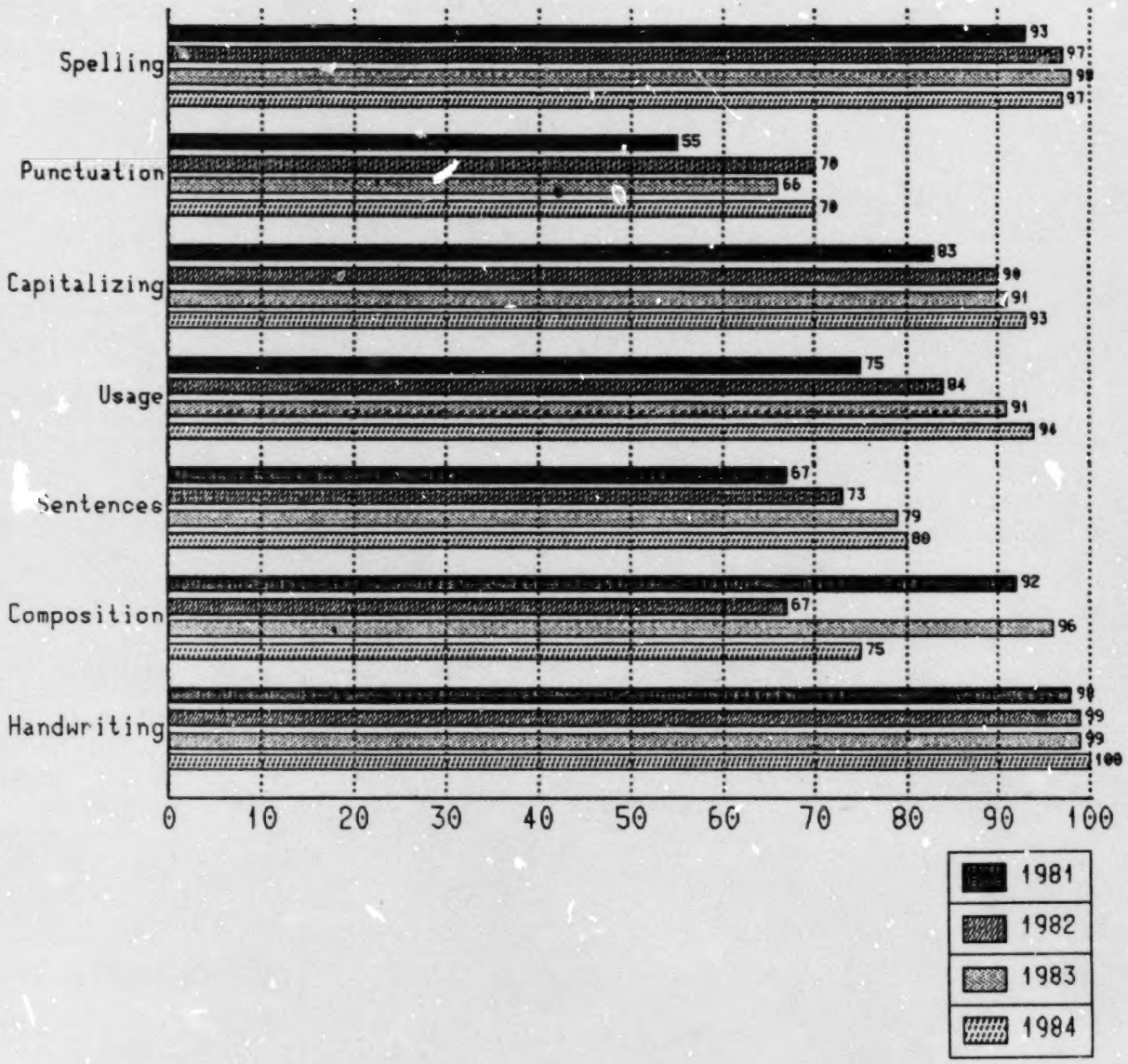
FIGURE 2. READING GRADE 3
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1981 Through 1984.



TABS OBJECTIVES
Writing, Grade 3
Key for Figure 3

Code	Objective
Spelling	Demonstrate the correct spelling of commonly used words (e.g., Dolch word list)
Punctuation	Demonstrate knowledge of standard punctuation
Capitalizing	Demonstrate knowledge of standard use of capitalization (only first word in a sentence, pronoun "I," and names of persons)
Usage	Demonstrate knowledge of correct English usage (past or present tense, subject and verb, regular and irregular verbs)
Sentences	Identify a complete sentence
Composition	Organize ideas in writing (sequence events, ideas, or other information)
	Respond appropriately to the topic specified in the stimulus
Handwriting	Use legible handwriting for effective communication

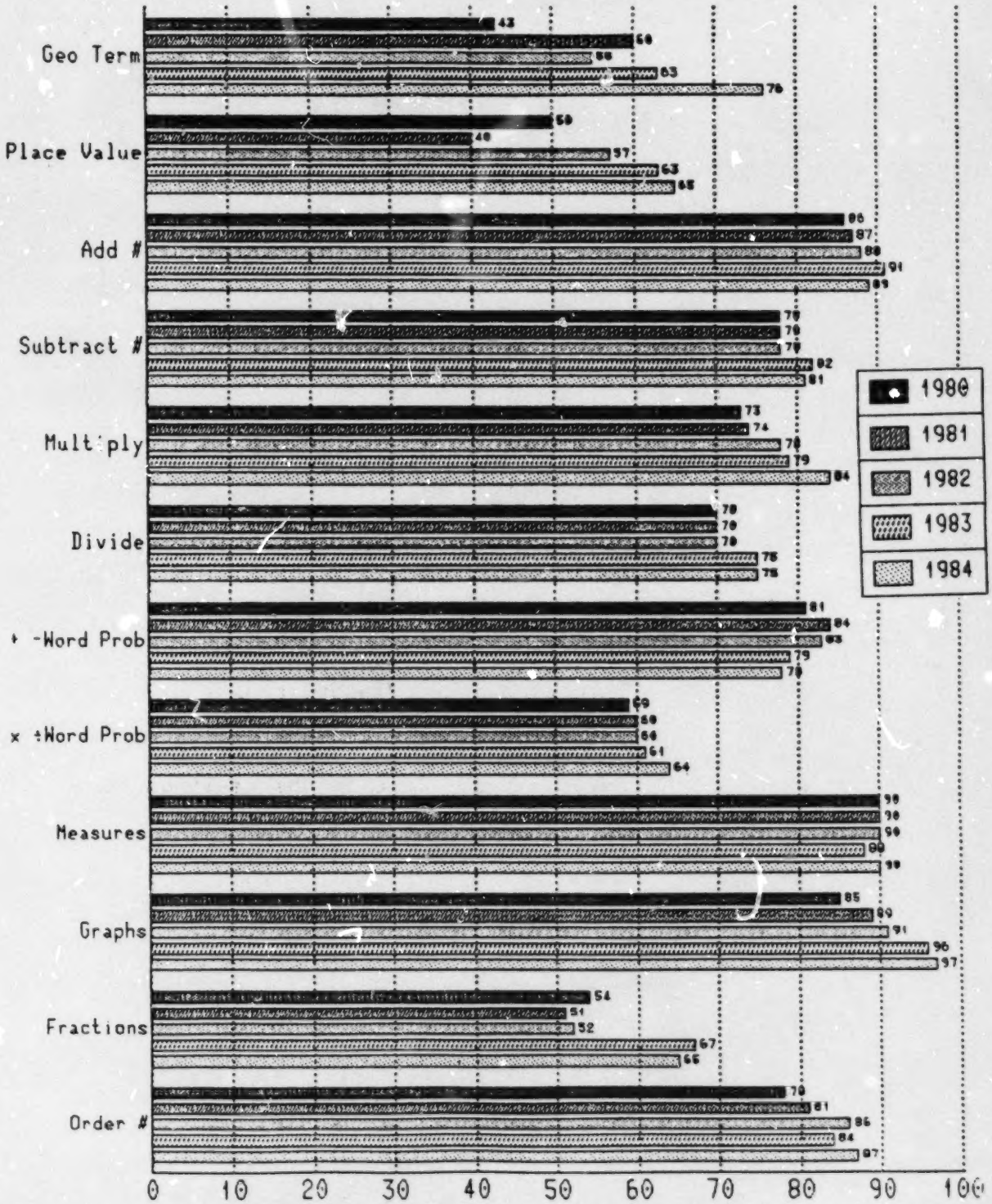
FIGURE 3 WRITING GRADE 3
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1981 Through 1984.



TABS OBJECTIVES
Mathematics, Grade 5
Key for Figure 4

Code	Objective
Geo Term	Identify by name geometric terms and figures
Place Value	Demonstrate the ability to interpret place value
Add #	Add a column of numbers where regrouping is required
Subtract #	Perform subtraction using whole numbers with regrouping
Multiply	Multiply a whole number less than 1,000 by a whole number less than 100 where regrouping is necessary
Divide	Find a quotient with or without remainders
+ - Wd Prob	Solve word problems involving addition and/or subtraction using whole numbers and/or decimals involving money
x ÷ Wd Prob	Solve word problems involving multiplication and division of whole numbers
Measures	Select the unit of measurement needed to determine weight/mass, liquid volume, length, temperature, time
Graphs	Read and interpret mathematical information displayed on graphs
Fractions	Use pictorial models to identify equivalent fractional parts of objects or sets of objects
Order #	Arrange a group of whole numbers from largest to smallest or from smallest to largest

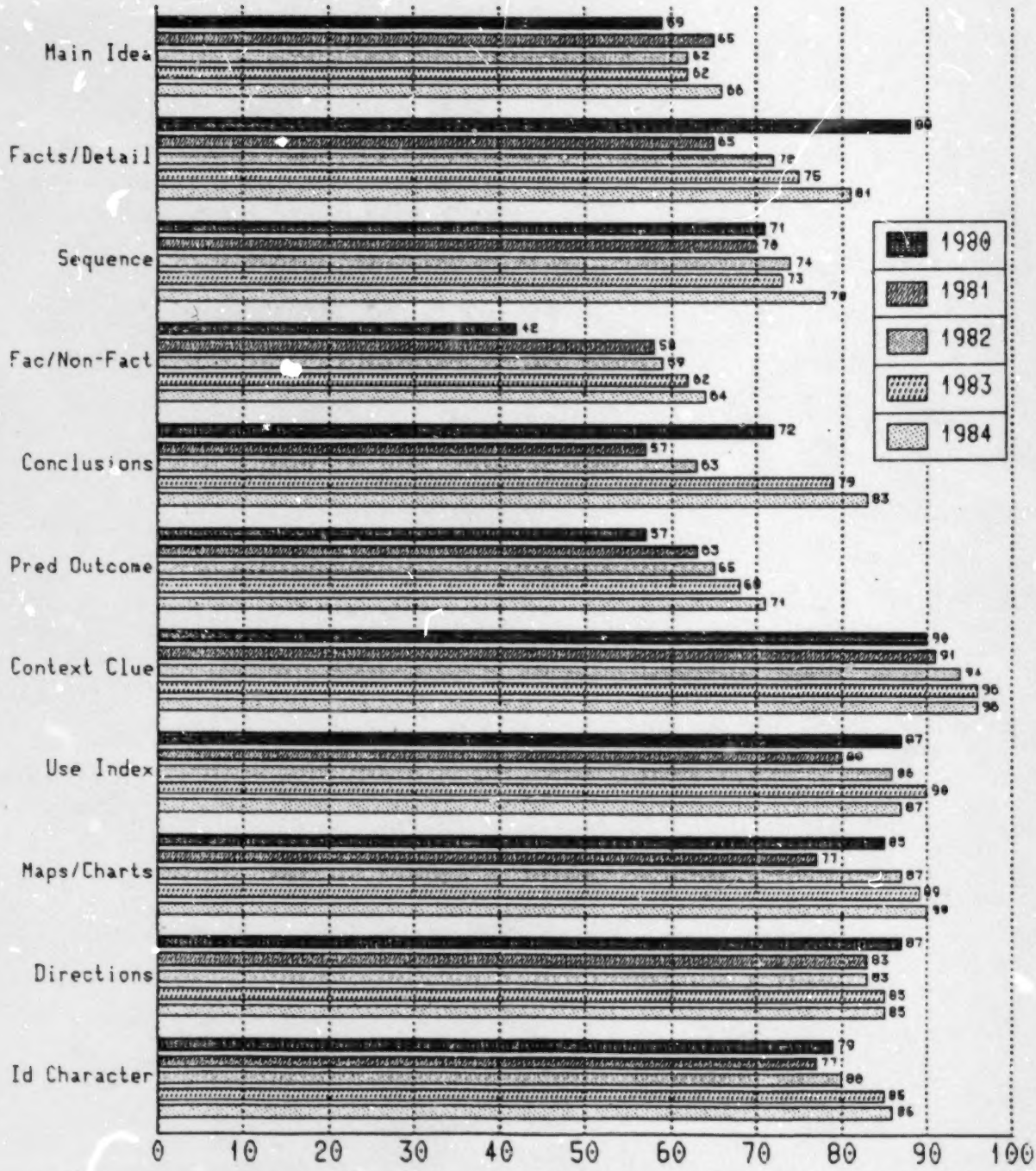
FIGURE 4. MATHEMATICS GRADE 5
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 through 1984.



TABS OBJECTIVES
Reading, Grade 5
Key for Figure 5

Code	Objective
Main Idea	Identify the main idea
Facts/Detail	Recall specific facts and details
Sequence	Arrange a list of events in sequential order
Fac/Non-Fact	Distinguish between fact and non-fact (opinion)
Conclusions	Draw logical conclusions
Pred Outcome	Predict probable future actions or outcomes
Context Clue	Use context to understand the meaning of words
Use Index	Use an index to locate information
Maps/Charts	Use maps and charts, graphs, and schedules to get information
Directions	Follow a set of written directions
ID Character	Explain and relate to the feelings and emotions of characters

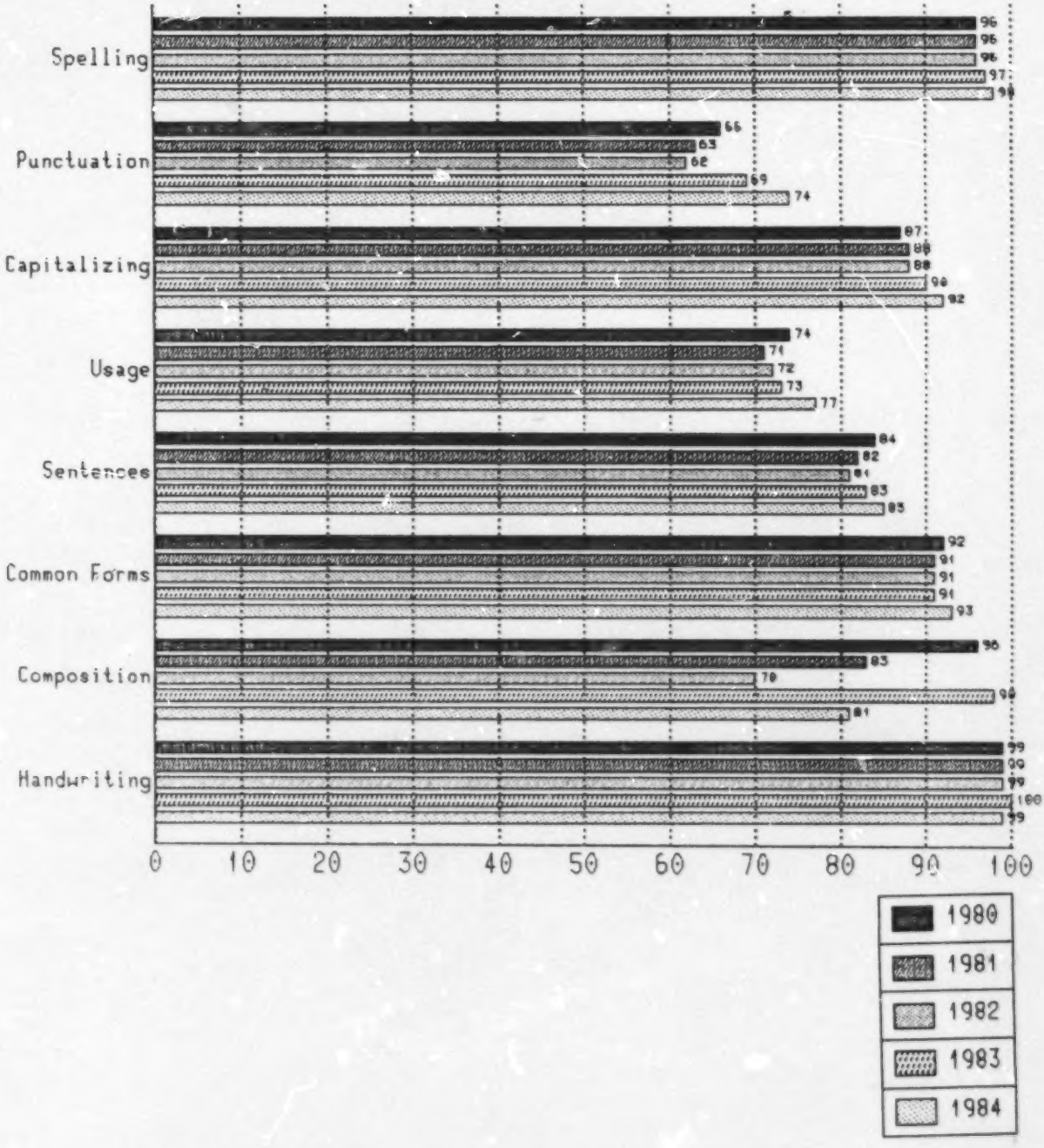
FIGURE 5. READING GRADE 5
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 through 1984.



TABS OBJECTIVES
Writing, Grade 5
Key for Figure 6

Code	Objective
Spelling	Demonstrate the correct spelling of commonly used words
Punctuation	Demonstrate a knowledge of standard punctuation (only period at end of sentence, question mark at end of question, comma between day and year, city and state, words in a series, and apostrophe in contractions)
Capitalizing	Demonstrate knowledge of standard uses of capitalization (only first word in a sentence, pronoun "I," name of persons, days of week, and months)
Usage	Demonstrate knowledge of correct English usage (subject/verb agreement, correct form for all regular verbs, commonly used irregular verbs, "to be," and correct form of "a" and "an")
Sentences	Demonstrate the ability to control sentence structure
Common Forms	Demonstrate the ability to complete commonly used forms (e.g., library card)
Composition	Organize ideas in writing
	Respond appropriately to purpose and audience in a given writing situation
Handwriting	Use legible handwriting for effective communication

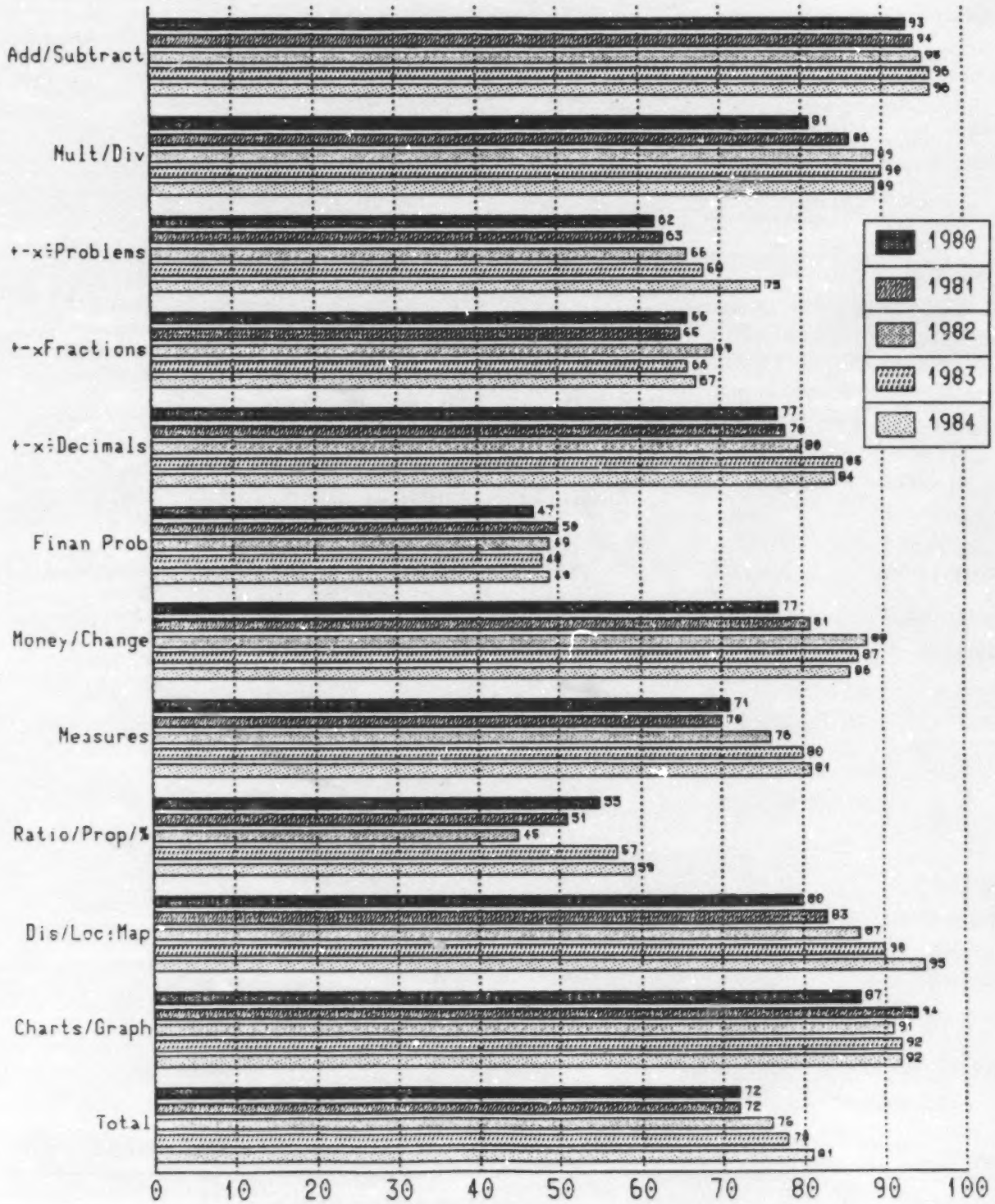
FIGURE 6. WRITING GRADE 5
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 through 1984.



TABS OBJECTIVES
Mathematics, Grade 9
Key for Figure 7

Code	Objective
Add/Subtract	Add and subtract whole numbers where regrouping is required
Mult/Div	Multiply and divide whole numbers
+ - x ÷ Problems	Solve problems using the basic operations
+ - x Fractions	Add, subtract, and multiply fractions and mixed numbers
+ - x ÷ Decimals	Add or subtract, multiply, and divide decimal fractions
Finan Prob	Solve problems involving income, banking, cost comparisons, and taxes
Money/Change	Determine total dollar amounts and/or correct change from a specified amount
Measures	Use the basic operations to solve problems involving measures
Ratio/Prop/%	Solve problems involving ratios, proportions, and percents
Dis/Loc:Map	Use maps to determine approximate distances or locations
Charts/Graph	Read and interpret mathematical information from a chart or graph
Total	Total test mastery

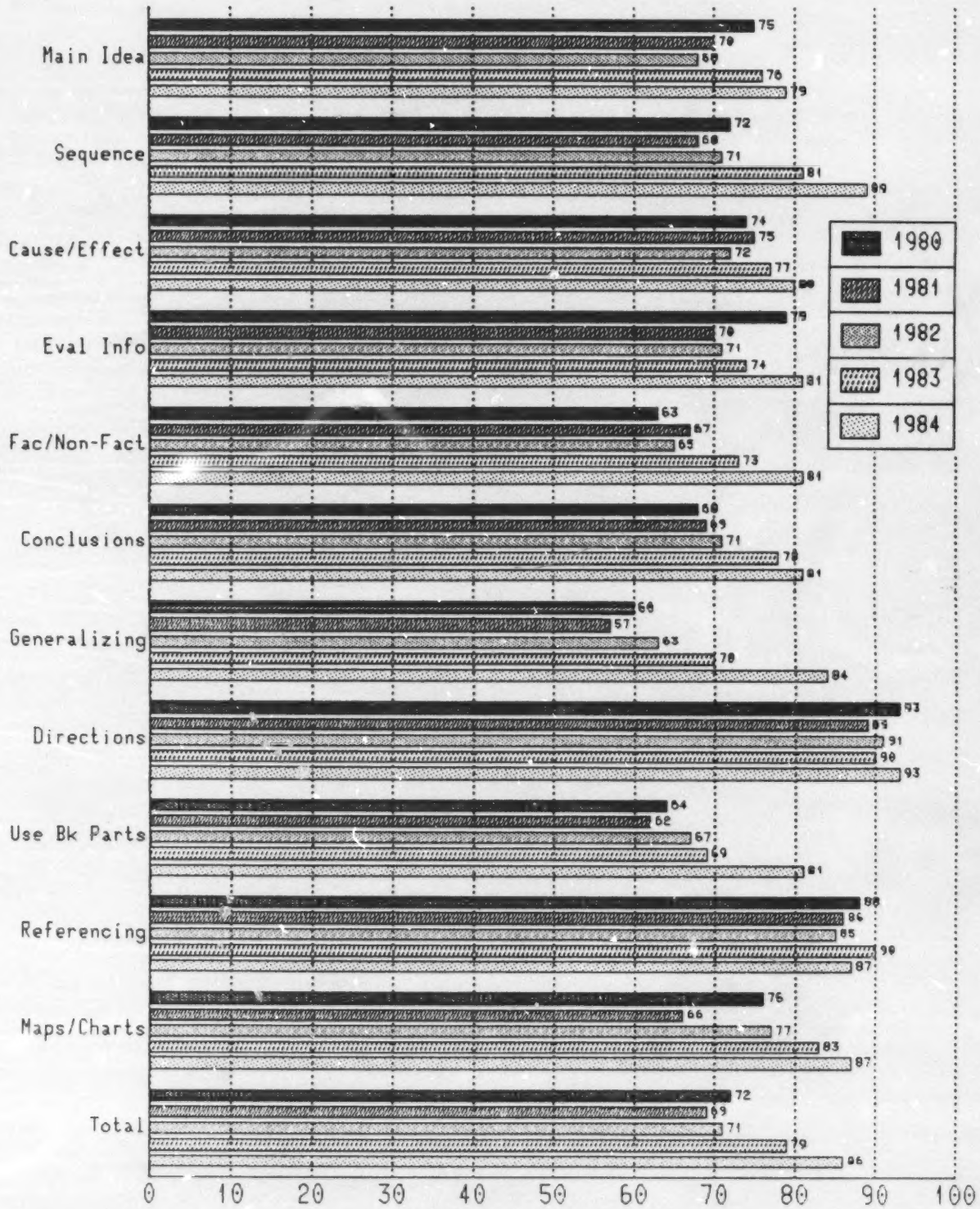
FIGURE 7. MATHEMATICS GRADE 9
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 through 1984.



TABS OBJECTIVES
Reading, Grade 9
Key for Figure 8

Code	Objective
Main Idea	Identify the main idea
Sequence	Arrange a list of events in sequence
Cause/Effect	Perceive cause-and-effect relationship
Eval Info	Evaluate and make judgments on the basis of information given
Fac/Non-Fact	Distinguish between fact and non-fact
Conclusions	Make inferences and draw logical conclusions
Generalizing	Arrive at a generalization from a given series of details and/or assumptions
Directions	Follow written directions involving subordinate steps
Use Bk Parts	Use the various parts of a book as aids in locating information (e.g., title page, table of contents, preface, and index)
Referencing	Use various sources as aids in locating information (e.g., dictionary, telephone book, encyclopedia, newspaper)
Maps/Charts	Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules)
Total	Total test mastery

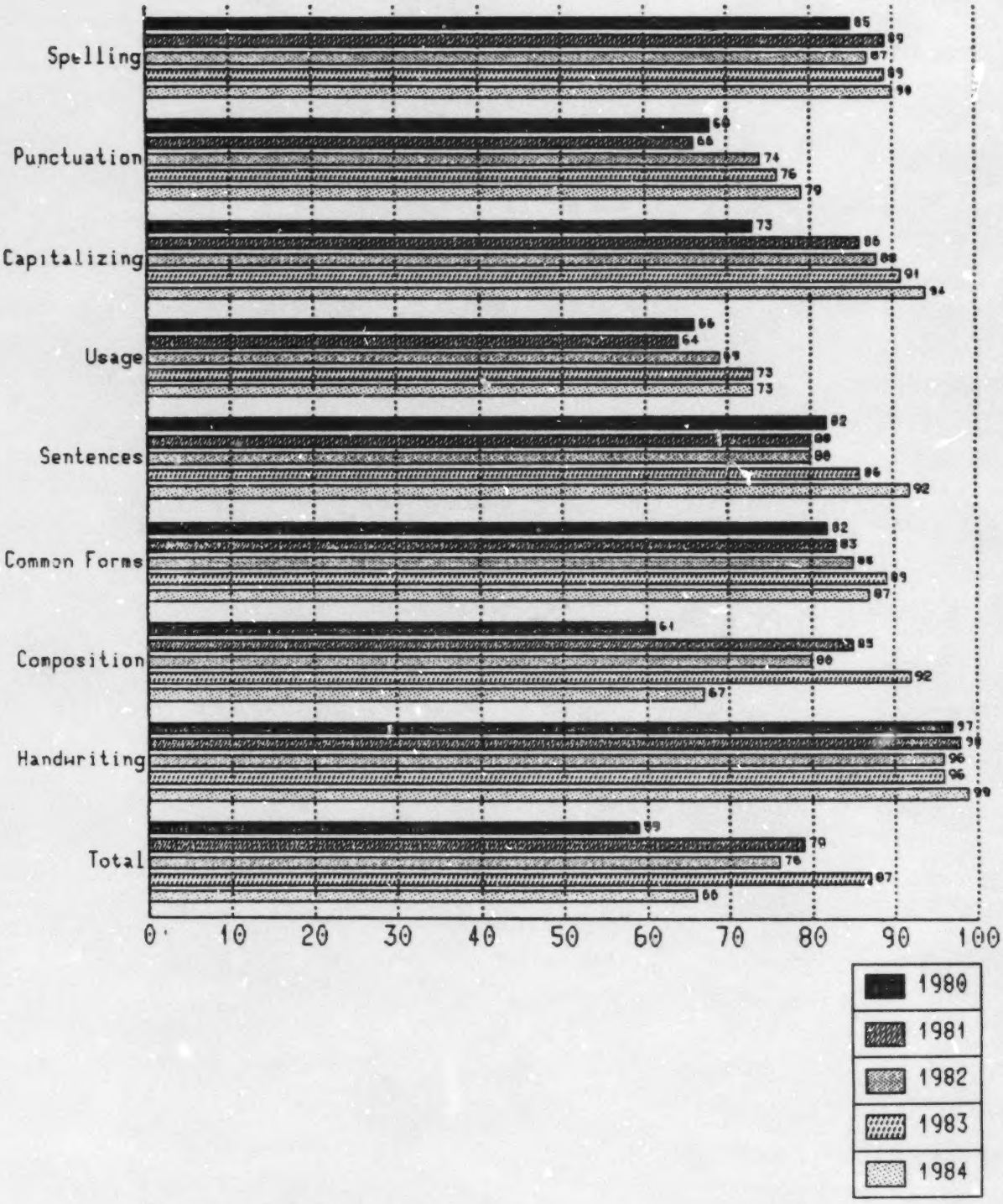
FIGURE 8. READING GRADE 9
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 through 1984.



TABS OBJECTIVES
Writing, Grade 9
Key for Figure 9

Code	Objective
Spelling	Demonstrate the correct spelling of commonly used words
Punctuation	Demonstrate knowledge of standard punctuation
Capitalizing	Demonstrate knowledge of standard uses of capitalization
Usage	Demonstrate knowledge of correct English usage
Sentences	Demonstrate the ability of control sentence structure
Common Forms	Demonstrate the ability to complete commonly used forms
Composition	Organize ideas in writing.
	Respond appropriately to purpose and audience in a given writing situation
Handwriting	Use legible handwriting for effective communication
Total	Total test mastery

FIGURE 9. WRITING GRADE 9
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 through 1984.



ATTACHMENT 3
TABS
Exit Level Mastery

STUDENTS DEMONSTRATING EXIT-LEVEL MASTERY

The exit-level mastery criterion established by the state for the TABS is 30 of 44 items (68%) answered correctly. For writing, students must score at least a 2 on the writing composition (0-4 scale) and answer correctly at least 15 of the 24 multiple-choice items.

The mastery criterion established by the state is lower than that established by Austin ISD for high school graduation. A minimum of 37 correct items in mathematics and 39 in reading is required for AISD graduation competency. Therefore, a student may master the TABS by state standards but still need to demonstrate a higher achievement level for graduation from AISD.

Figure 3-1 shows the percentage of students in grades 9, 10, 11, and 12 mastering each area of the TABS, each of the years in which the tests have been given. Figure 3-2 shows the percentage of students at each high school mastering each area of the TABS this year. Mastery of individual objectives by high school students is presented in the last section. The campus comparisons also include the percentage of students in grade 9 this year who were in the same junior high during 1980-81 and 1981-82 and who mastered the TABS objectives.

The goals of the State Board of Education are to have 85% of the exit-level students mastering mathematics and reading by 1983 and 85% mastering writing by 1985.

An examination of the percentage of students mastering the mathematics and reading sections of the TABS reveals that:

- The percentage of students mastering mathematics has been higher every year the test has been administered at grades 9, 10, and 11.
- Although the performance of students in grade 9 declined in reading the second year in which the test was administered, ever since, and for every grade level, the percentage of students matering the test has increased.
- The percentage of first-time tested students mastering the TABS (all three areas) has been higher than the percentage of retested students mastering the tests every year the test has been offered to students for retesting.
- The mastery level of exit-level students tested for the first time is 5 percentage points below the 1983 goal in mathematics, 3 percentage points below the 1983 goal in reading, and 4 percentage points above the 1985 goal in writing.

GRADE	1980			1981			1982			1983			1984		
	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W
9 First Time	72	72	59	74	70	80	79	74	79	80	82	89	82	87	68
9 Retested				54	48	65	58	53	58	65	64	78	72	78	53
10 First Time				67	60	72	73	70	55	83	84	89	83	85	66
10 Retested				25	23	67	57	50	21	63	64	81	49	63	34
11 First Time							83	74	60	89	88	92	92	91	76
11 Retested							69	59	37	73	73	87	60	72	53
12 First Time										91	89	91	91	95	71
12 Retested										83	83	86	70	79	56

M = MATHEMATICS R = READING W = WRITING

Figure 3-1. Percentage of Students Mastering TABS Exit Level. Students in Grades 9 Through 12, First Time and Retested. 1980-1984.

	ANDERSON	AUSTIN	CROCKETT	JOHNSON	JOHNSTON	LANIER	McCALLUM	REAGAN	TRAVIS	AISD
MATHEMATICS										
1980	89% (1)	72% (4)	78% (3)	64% (7)	38% (9)	69% (8)	84% (2)	72% (5)	67% (6)	72%
1981	69% (7)	74% (4)	75% (3)	71% (6)	62% (9)	73% (5)	82% (1)	69% (7)	78% (2)	72%
1982	75% (6)	80% (2)	77% (5)	70% (9)	74% (7)	80% (2)	83% (1)	74% (7)	78% (4)	76%
1983	77% (6)	89% (3)	83% (1)	66% (9)	74% (8)	77% (2)	77% (5)	78% (5)	78% (4)	78%
1984	80% (5)	88% (1)	86% (2)	71% (9)	79% (7)	82% (4)	83% (3)	77% (8)	80% (5)	81%
READING										
1980	90% (1)	78% (3)	80% (2)	73% (5)	33% (9)	69% (7)	78% (4)	73% (5)	62% (8)	72%
1981	66% (5)	72% (3)	68% (6)	75% (2)	58% (8)	68% (6)	83% (1)	68% (7)	71% (4)	69%
1982	69% (6)	81% (1)	71% (4)	68% (7)	65% (9)	76% (7)	79% (2)	71% (4)	68% (7)	71%
1983	77% (6)	84% (1)	80% (4)	74% (9)	75% (8)	82% (3)	81% (2)	79% (5)	77% (6)	79%
1984	84% (9)	90% (1)	90% (1)	82% (8)	82% (8)	85% (3)	95% (3)	85% (5)	85% (5)	86%
WRITING										
1980	77% (1)	77% (3)	70% (2)	58% (5)	18% (9)	56% (7)	65% (4)	57% (6)	52% (8)	59%
1981	74% (8)	79% (5)	82% (3)	85% (2)	74% (8)	79% (5)	89% (1)	81% (4)	76% (7)	79%
1982	77% (4)	83% (1)	83% (8)	72% (8)	73% (7)	79% (3)	77% (4)	75% (6)	75% (6)	76%
1983	86% (8)	92% (1)	88% (3)	85% (7)	85% (7)	86% (5)	90% (2)	86% (5)	87% (4)	87%
1984	69% (4)	73% (2)	75% (1)	57% (8)	60% (7)	69% (4)	71% (3)	65% (6)	57% (8)	66%

Figure 3-2. Percent of Students Mastering TABS and Ranks for 1980 Through 1984.

83.21

ATTACHMENT 4
TABS
Summary by Ethnicity

Summary by Ethnicity

This section of the report presents AISD performance results by ethnicity for students in grades 3, 5, and 9 in the years the test has been administered. Results by objective for five ethnic groups are presented in the full Technical Report (ORE Publication 83.62), but because of the small number of Indian and Asian students, the following summary will only consider the results for Black, Hispanic, and White students in grades 3, 5, and 9.

- In the three areas of the test, at all grade levels, White students performed higher than Black and Hispanic students.

  On the average, White students outperformed Hispanic students by 9 percentage points and Black students by 11 percentage points in grade 3. In grade 5, White students outperformed Hispanic students by 12 percentage points and Black students by 15 percentage points. In grade 9, White students outperformed Hispanic students by 13 percentage points and Black students by 23.

- Overall, Hispanic students performed higher than Black students except for reading at grade 3, where Black and Hispanic students performed the same.

- Over the past three years, the gains for Hispanic and Black students were greater than the gains for White students (Figures 4-1 through 4-3); thus narrowing the gap among the groups.

Following is a breakdown by ethnicity of the percentage of students mastering the TABS at grade 9 every year the test has been given.

		1980	1981	1982	1983	1984
MATHEMATICS						
	White	85%	87%	88%	91%	91%
	Hispanic	59	59	67	69	73
	Black	44	47	55	59	59
READING						
	White	87	86	87	92	94
	Hispanic	55	51	55	69	77
	Black	46	45	49	64	74
WRITING						
	White	73	90	89	93	76
	Hispanic	43	69	65	82	58
	Black	34	66	58	82	57

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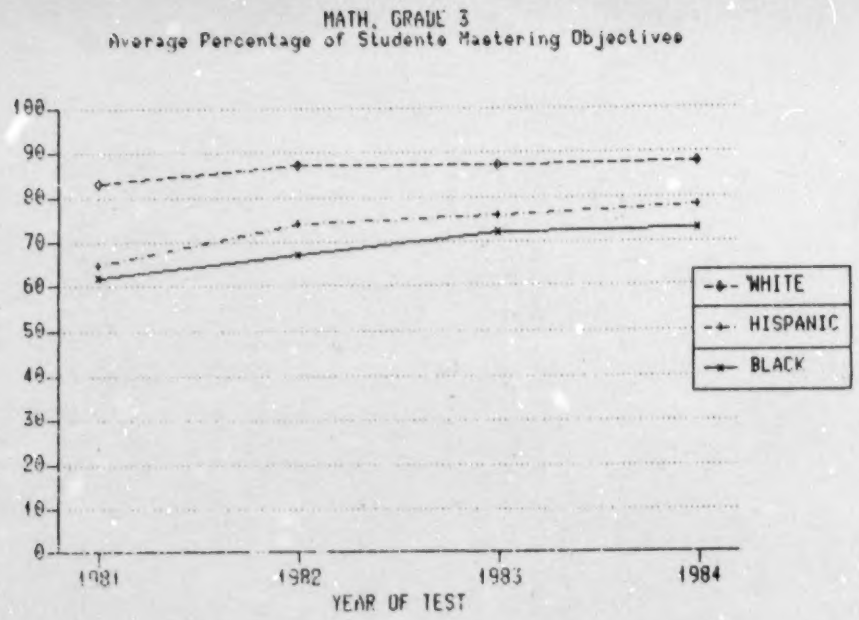

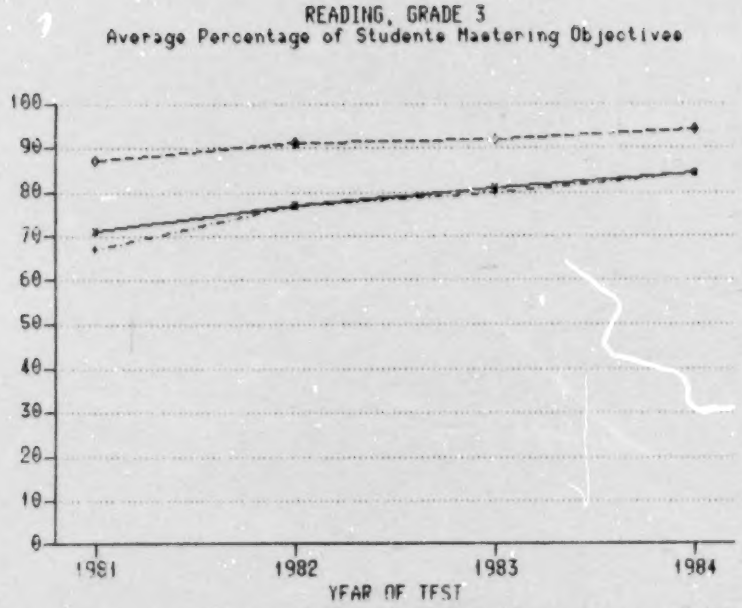

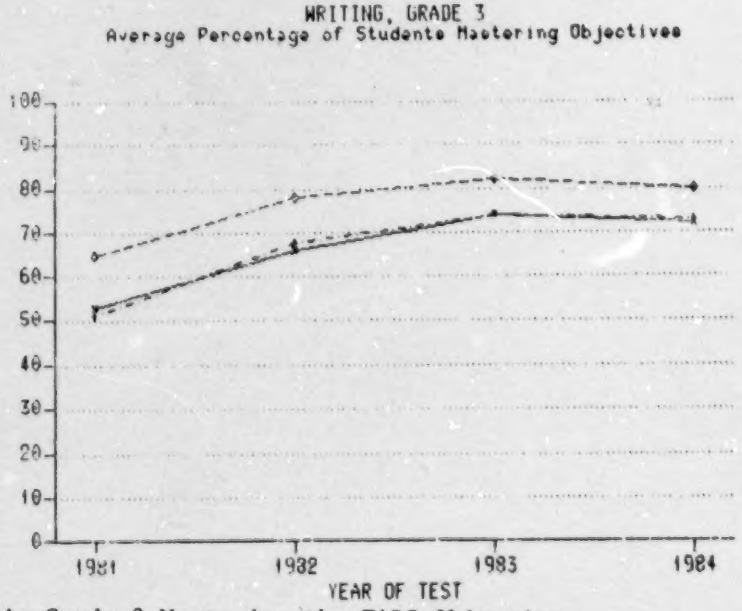

Figure 4-1. Average Percentage of Students in Grade 3 Mastering the TABS Objectives.

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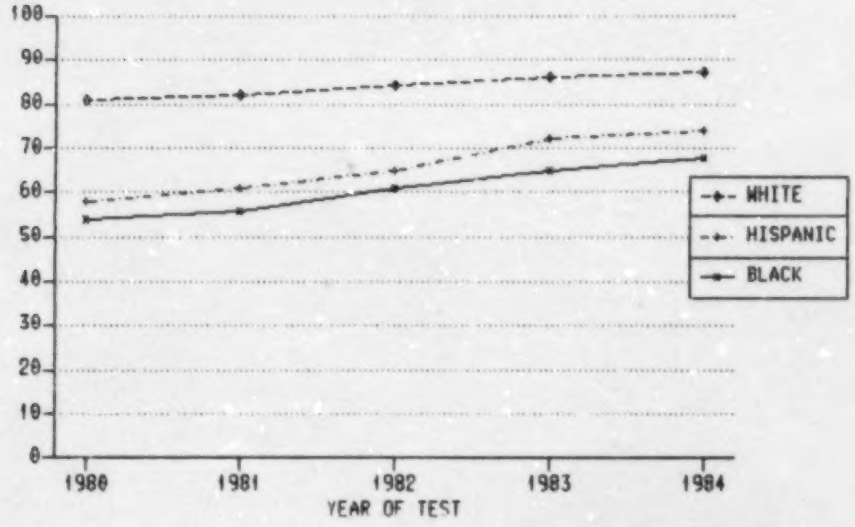
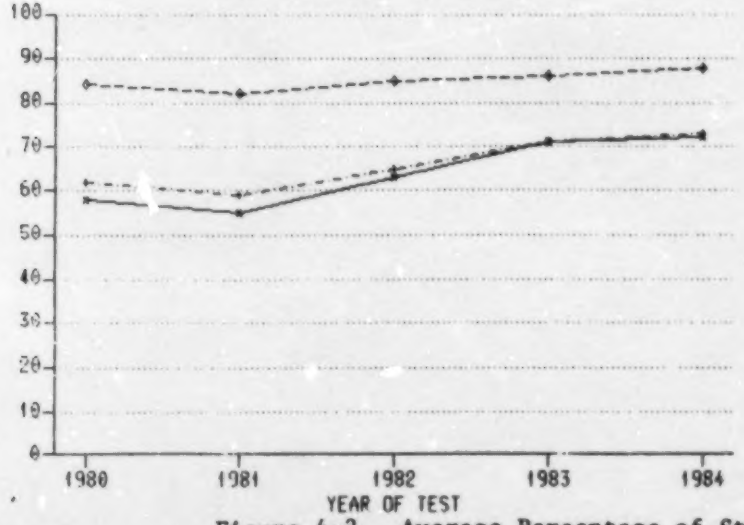
MATH, GRADE 5
Average Percentage of Students Mastering Objectives.



READING, GRADE 5
Average Percentage of Students Mastering Objectives



WRITING, GRADE 5
Average Percentage of Students Mastering Objectives

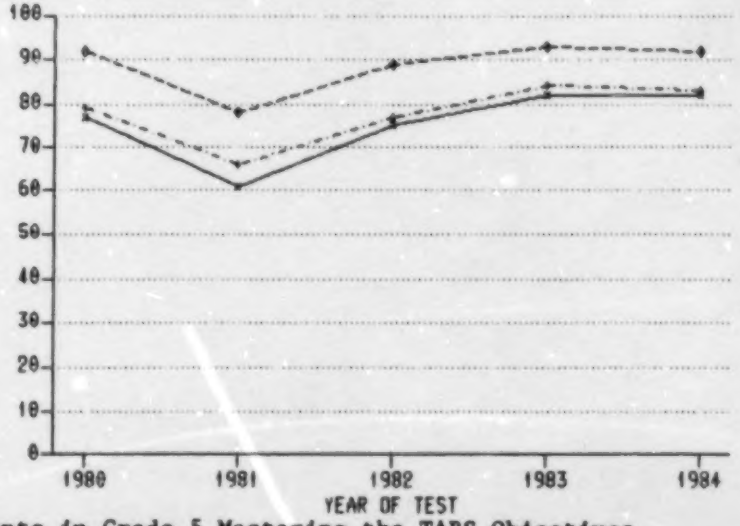


Figure 4-2. Average Percentage of Students in Grade 5 Mastering the TABS Objectives.

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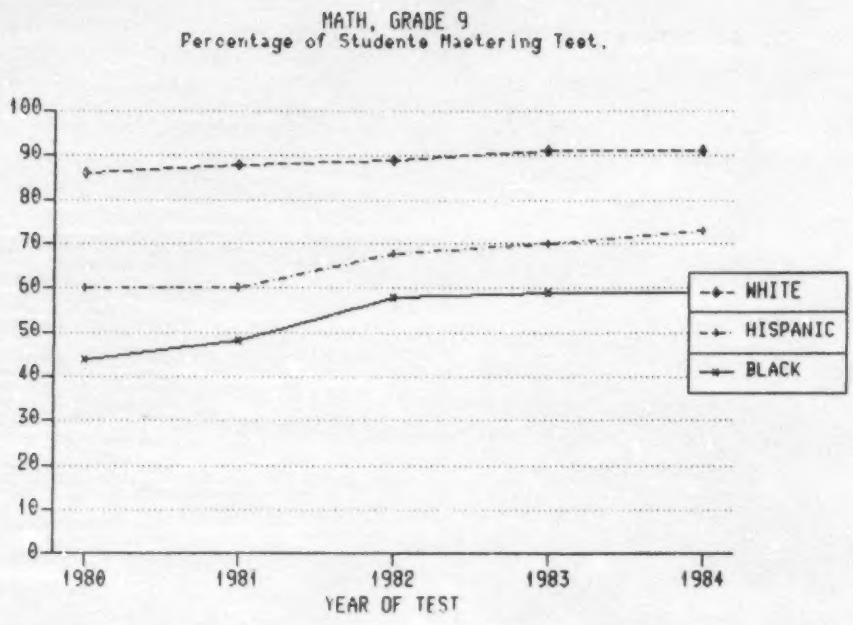

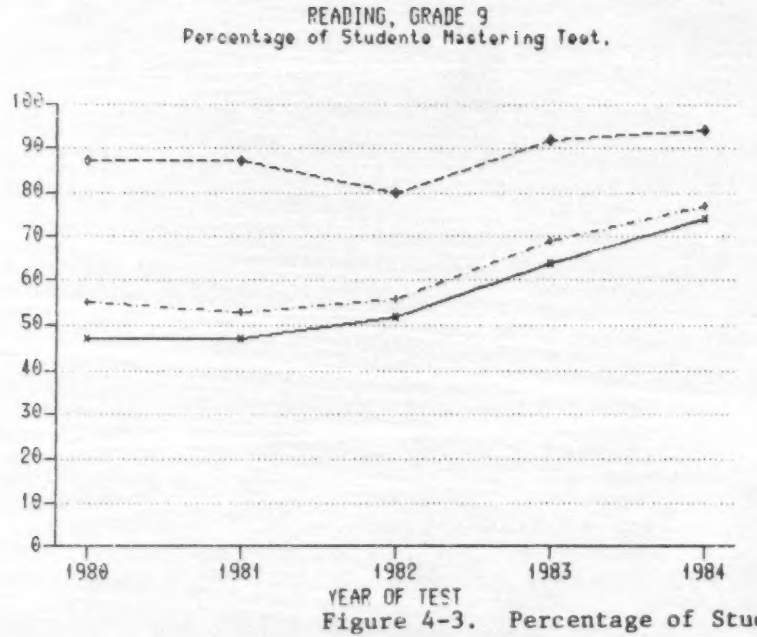

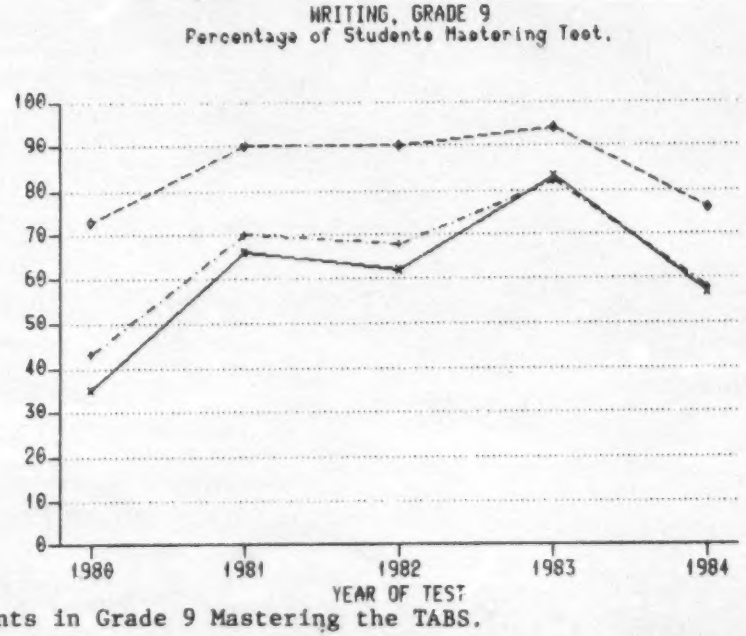

Figure 4-3. Percentage of Students in Grade 9 Mastering the TABS.

ATTACHMENT 5
TABS
TABS 1984 CAMPUS COMPARISONS

. Grade 3.

. Grade 5

. Grade 9 by High School

. Grade 9 by Junior High School

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PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 3 TABS OBJECTIVES	ALLAN	ALLISON	ANDREWS	BARTON AILES	BECKER	BRENTWOOD	BROWN	BRYKER WOODS	CASIS	DAWSON	DOSS	GUVALJIF	HARRIS	HIGHLAND PARK	HILL	HOUSTON	JOSLIN	LANGFORD	LEE	LINDEN	MAPLEWOOD	MATHEWS	MENCHACA	NETZ
MATHEMATICS																								
1. READ AND WRITE WHOLE NUMBERS	87	87	81	96	81	84	80	91	77	80	100	72	69	81	99	90	82	88	100	83	82	85	89	80
2. ORDER WHOLE NUMBERS	78	72	66	79	69	64	71	85	64	64	97	56	61	69	96	84	66	73	94	81	71	74	85	64
3. ADD WHOLE NUMBERS	90	93	69	93	89	87	83	91	78	82	99	72	78	80	94	97	85	88	94	91	82	89	99	87
4. SUBTRACT WHOLE NUMBERS	79	83	48	81	72	56	66	82	63	82	94	48	63	65	85	79	74	66	97	67	64	83	92	60
5. SOLVE WORD PROBLEMS: ADD/SUBTRACT	92	90	78	91	83	72	82	93	78	87	100	77	78	84	96	92	93	89	100	88	90	89	88	85
6. COMPLETE NUMBER PATTERNS	90	79	78	89	82	82	79	96	80	82	98	77	72	80	96	91	79	81	97	88	75	91	92	85
7. MULTIPLY WHOLE NUMBERS	96	92	92	94	91	90	92	98	89	88	98	84	87	88	97	97	99	86	97	95	82	89	96	94
8. IDENTIFY FRACTION PARTS	88	85	62	93	81	69	91	82	79	96	84	69	50	53	94	98	73	93	92	71	75	72	75	76
9. IDENTIFY VALUES OF MONEY	86	85	78	94	86	87	86	95	92	87	98	81	83	88	94	97	89	88	100	92	93	96	88	92
10. SELECT UNITS OF MEASURE	70	65	47	90	58	67	64	73	59	74	98	52	57	64	95	82	56	63	92	64	63	66	76	58
AVERAGE PERCENTAGE	86	83	70	90	79	76	79	89	76	82	97	69	70	75	95	91	80	82	96	82	77	83	88	78
READING																								
1. IDENTIFY MAIN IDEA	71	75	67	79	69	79	69	78	72	73	98	66	64	67	97	85	78	79	92	78	75	79	76	74
2. RECALL FACTS AND DETAILS	87	87	80	91	84	89	77	89	79	78	99	87	72	74	97	94	86	88	92	88	89	94	90	87
3. SEQUENCE EVENTS	72	80	67	84	75	74	73	78	67	62	99	64	69	66	91	85	74	72	86	73	80	79	78	69
4. FOLLOW WRITTEN DIRECTIONS	97	100	98	96	96	98	98	96	96	96	100	94	96	94	100	99	99	98	100	96	98	90	99	96
5. RECOGNIZE WORDS THROUGH PHONICS	96	97	97	99	92	95	95	96	93	90	100	90	90	93	100	97	99	95	100	99	95	88	99	96
6. USE CONTEXT CLUES	91	93	93	94	88	95	85	95	85	87	99	84	88	90	98	97	90	90	97	92	95	92	94	87
7. UNDERSTAND WORD STRUCTURE	85	88	90	89	86	93	88	95	82	80	100	85	84	80	99	94	89	90	94	88	91	83	93	89
8. RECOGNIZE WORDS BY SIGHT	97	96	96	99	97	96	92	100	93	95	100	93	94	94	100	98	99	93	97	97	98	92	97	96
AVERAGE PERCENTAGE	87	90	86	91	86	90	85	91	83	83	99	83	82	82	98	94	89	88	95	89	90	87	91	87
WRITING																								
1. SPELLING	97	100	99	100	97	98	99	100	92	95	100	96	97	96	100	99	100	96	100	96	98	94	100	98
2. PUNCTUATION	77	67	60	81	65	55	70	85	62	84	88	61	61	51	94	78	70	61	89	63	55	68	72	58
3. CAPITALIZATION	94	91	88	91	93	88	91	96	87	90	100	90	84	83	98	97	89	95	97	95	93	96	96	90
4. CORRECT ENGLISH USAGE	91	94	92	94	95	100	93	100	84	90	99	91	88	91	98	96	96	93	97	97	93	98	93	92
5. SENTENCE STRUCTURE	70	77	69	83	84	86	76	95	74	67	95	70	78	62	95	87	77	86	83	73	73	89	82	81
6. COMPOSITION	80	79	73	81	62	62	77	87	78	67	85	72	59	80	95	77	90	66	94	75	67	70	68	73
7. HANDWRITING	100	100	99	100	100	100	100	100	98	99	100	100	100	98	100	100	100	99	100	97	100	98	100	100
AVERAGE PERCENTAGE	87	87	83	90	85	84	87	95	82	85	95	83	81	80	97	91	89	85	94	85	83	88	87	85

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PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 3 TABS OBJECTIVES	NORMAN	OAK HILL	OAK SPRINGS	ODOM	PEASE	PECAN SPRINGS	PILLOW	PLEASANT HILL	REILLY	RIDGETOP	ROSEWOOD	ST ELMO	SANCHEZ	SIMS	SUMMIT	SUNSET VALLEY	TRAVIS HEIGHTS	WILLIAMS	WINN	WOOTEN	ZILKER	TOTAL AISD
MATHEMATICS																						
1. READ AND WRITE WHOLE NUMBERS	84	92	75	81	84	94	83	86	74	83	91	81	83	87	90	78	92	91	82	87	86	85
2. ORDER WHOLE NUMBERS	79	88	60	72	86	82	85	77	83	76	83	81	63	68	90	74	79	83	69	76	73	75
3. ADD WHOLE NUMBERS	92	91	73	79	86	94	96	87	91	93	94	84	76	85	92	77	93	91	80	88	88	86
4. SUBTRACT WHOLE NUMBERS	87	85	66	58	72	81	78	76	87	93	83	66	69	72	92	72	74	73	67	84	69	73
5. SOLVE WORD PROBLEMS: ADD/SUBTRACT	86	92	81	88	91	94	92	89	96	83	87	85	86	83	92	79	83	90	80	91	73	87
6. COMPLETE NUMBER PATTERNS	83	93	78	81	93	90	89	92	80	83	81	75	80	79	94	85	83	89	79	82	80	85
7. MULTIPLY WHOLE NUMBERS	100	97	81	81	91	98	95	94	93	93	91	94	92	96	99	91	98	98	87	96	88	92
8. IDENTIFY FRACTION PARTS	89	88	84	52	63	94	78	87	83	97	96	82	74	91	85	78	86	89	82	78	92	81
9. IDENTIFY VALUES OF MONEY	90	91	87	87	81	90	89	91	85	86	87	96	89	85	93	88	88	91	82	94	88	89
10. SELECT UNITS OF MEASURE	62	73	61	71	67	85	66	82	57	66	72	76	55	55	89	61	70	78	57	67	69	68
AVERAGE PERCENTAGE	85	89	75	75	81	90	85	86	83	85	87	82	77	80	92	78	85	87	77	84	81	82
READING																						
1. IDENTIFY MAIN IDEA	83	84	63	73	86	87	79	84	76	78	75	85	78	64	90	79	81	89	71	74	78	77
2. RECALL FACTS AND DETAILS	83	93	86	86	95	92	88	89	89	93	92	94	79	81	97	89	90	92	84	87	86	87
3. SEQUENCE EVENTS	78	85	69	74	89	90	80	83	78	74	75	87	71	74	94	77	75	88	72	77	77	77
4. FOLLOW WRITTEN DIRECTIONS	97	98	95	96	100	100	93	98	100	96	98	97	96	94	100	94	96	99	98	97	92	97
5. RECOGNIZE WORDS THROUGH PHONICS	97	97	91	92	95	98	97	99	96	89	100	94	96	91	100	94	99	97	95	95	95	95
6. USE CONTEXT CLUES	94	93	87	89	95	97	89	89	93	96	96	91	85	87	94	88	87	96	93	93	88	91
7. UNDERSTAND WORD STRUCTURE	83	94	88	89	93	100	92	91	93	89	90	91	88	81	99	87	90	94	92	88	92	90
8. RECOGNIZE WORDS BY SIGHT	100	98	94	97	98	100	96	97	98	100	100	97	98	91	100	98	100	99	98	93	95	97
AVERAGE PERCENTAGE	89	93	84	87	94	96	89	91	90	89	91	92	86	83	97	88	90	94	88	88	88	89
WRITING																						
1. SPELLING	94	98	96	97	95	100	94	98	100	93	100	97	98	98	97	97	99	99	100	93	98	97
2. PUNCTUATION	73	80	42	61	77	74	80	80	76	67	83	78	63	70	88	52	80	60	55	75	52	70
3. CAPITALIZATION	92	95	87	92	98	98	89	97	96	78	94	93	90	91	100	92	96	98	91	96	89	93
4. CORRECT ENGLISH USAGE	92	99	87	92	98	100	94	96	96	85	98	97	96	94	100	97	96	98	95	88	89	94
5. SENTENCE STRUCTURE	80	87	74	78	77	76	76	87	80	70	85	85	76	72	92	76	81	88	77	89	77	80
6. COMPOSITION	78	78	68	67	68	74	77	77	80	74	87	63	71	79	92	73	77	73	68	80	79	75
7. HANDWRITING	100	99	100	100	100	100	100	99	100	100	100	99	100	100	100	99	100	100	99	100	98	100
AVERAGE PERCENTAGE	87	91	79	84	88	89	87	91	90	81	92	87	85	86	96	84	90	91	84	89	83	87

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

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GRADE 5 TABS OBJECTIVES	ANDREWS	BARRINGTON	BECKER	BLACKSHEAR	BLANTON	BROOKS	BROWN	CAMPBELL	COOK	CUNNINGHAM	DAWSON	DOSS	GRAHAM	GULLETT	HARRIS	HOUSTON	JOSLIN	LANGFORD	LINDER	LEE	MAPLEWOOD	MATHEWS
MATHEMATICS																						
1. GEOMETRIC TERMS AND FIGURES	75	77	64	77	68	79	68	71	71	88	72	86	72	82	79	74	68	77	80	98	72	59
2. INTERPRET PLACE VALUE	69	62	60	62	49	71	48	48	56	78	59	89	54	68	72	65	61	61	66	90	55	66
3. ADD WHOLE NUMBERS	95	91	89	86	88	90	89	83	86	94	87	96	85	91	92	95	88	91	95	95	85	91
4. SUBTRACT WHOLE NUMBERS	84	84	72	70	79	85	72	71	79	86	76	100	74	86	85	83	74	85	84	95	77	86
5. MULTIPLY WHOLE NUMBERS	87	88	80	80	88	85	85	71	77	85	81	97	68	90	84	86	83	86	89	98	83	86
6. DIVIDE WHOLE NUMBERS	77	76	67	63	80	78	72	60	70	80	64	100	55	87	78	72	73	72	72	98	79	86
7. SOLVE WORD PROBLEMS: ADD/SUBTRACT	75	85	82	71	77	74	77	68	71	88	65	96	73	81	80	80	73	74	84	100	83	67
8. SOLVE WORD PROBLEMS: MULTIPLY/DIVIDE	59	66	40	58	58	74	58	49	52	73	49	96	57	71	64	59	59	60	64	98	43	60
9. SELECT UNITS OF MEASURE	94	88	79	88	92	91	88	87	86	93	84	98	83	92	89	87	90	98	93	98	98	81
10. INTERPRET GRAPHS	96	98	97	95	99	95	94	96	94	99	96	99	96	96	98	99	96	99	98	100	96	86
11. IDENTIFY EQUIVALENT FRACTIONS	62	72	47	65	45	59	48	57	49	81	51	96	60	65	56	67	70	65	72	98	53	62
12. ORDER WHOLE NUMBERS	86	89	84	83	87	81	82	80	84	95	83	96	88	86	87	91	87	91	90	100	74	78
AVERAGE PERCENTAGE	80	81	72	75	76	80	73	70	73	87	72	96	72	83	80	80	77	80	82	97	75	76
READING																						
1. IDENTIFY MAIN IDEA	63	66	54	66	68	68	67	59	60	74	54	91	57	70	63	70	56	78	61	95	64	65
2. RECALL FACTS, DETAILS	80	79	70	74	79	79	75	78	72	87	69	96	75	84	77	82	75	93	81	100	80	72
3. SEQUENCE EVENTS	78	77	69	79	78	78	74	77	67	83	64	94	65	85	81	81	68	86	76	98	66	68
4. DISTINGUISH FACT, NON-FACT	62	66	37	53	60	70	57	54	55	77	39	86	49	79	64	72	63	79	66	95	60	61
5. DRAW CONCLUSIONS	73	84	72	77	83	83	85	74	77	90	71	97	67	87	81	84	86	91	83	100	88	75
6. PREDICT OUTCOMES	70	69	59	60	66	66	66	60	64	84	58	94	53	77	68	75	67	78	75	88	58	63
7. USE CONTEXT CLUES	98	97	92	94	97	95	95	97	97	99	95	98	94	97	99	95	96	100	95	100	96	81
8. USE INDEX	86	86	82	87	86	87	89	80	84	91	85	97	85	88	83	91	83	93	81	98	86	77
9. USE MAPS, CHARTS	87	93	86	87	88	87	92	80	88	97	94	98	92	92	83	91	89	96	90	100	90	79
10. FOLLOW WRITTEN DIRECTIONS	87	91	84	88	83	80	89	77	79	95	75	95	81	86	85	89	84	93	86	98	80	72
11. IDENTIFY CHARACTER FEELINGS	83	88	80	85	85	89	77	83	79	94	76	96	80	89	87	89	85	93	90	98	90	75
AVERAGE PERCENTAGE	79	81	71	77	79	80	79	74	75	88	71	95	73	85	79	84	77	89	80	97	78	72
WRITING																						
1. SPELLING	98	99	99	99	100	100	98	98	97	98	100	99	99	98	99	99	100	99	98	100	98	89
2. PUNCTUATION	75	74	66	70	65	70	75	63	65	85	63	98	62	84	65	74	83	85	67	98	53	63
3. CAPITALIZATION	95	96	90	94	93	83	93	87	90	97	86	97	91	95	94	93	89	96	92	100	96	74
4. CORRECT ENGLISH USAGE	75	80	59	74	73	80	78	60	71	88	68	93	73	79	71	77	75	88	75	98	65	70
5. SENTENCE STRUCTURE	84	88	77	80	83	76	87	80	77	92	76	94	84	88	76	89	82	90	83	100	71	79
6. COMMONLY USED FORMS	95	98	92	95	96	92	88	92	91	99	87	99	90	95	92	95	92	99	93	98	98	81
7. COMPOSITION	80	78	66	71	83	82	83	72	79	86	71	97	71	86	91	83	74	86	78	100	55	67
8. HANDWRITING	100	100	100	99	100	100	100	99	100	100	100	99	100	98	100	100	99	100	100	100	100	96
AVERAGE PERCENTAGE	88	89	81	85	87	85	89	81	84	93	81	97	84	90	86	89	87	93	86	99	80	77

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

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GRADE 5 TABS OBJECTIVES	MENCHACA	OAK HILL	COOK	ORTEGA	PEASE	PLEASANT HILL	READ	REILLY	RIDGETOP	ROSEDALE	ST ELMO	TRAVIS HEIGHTS	WALNUT CREEK	WEBB	WILLIAMS	WOODRIDGE	ZAVALA	ZILKER	TOTAL 4150
MATHEMATICS																			
1. GEOMETRIC TERMS AND FIGURES	80	84	79	73	86	84	74	84	71	63	75	74	58	82	84	74	67	72	76
2. INTERPRET PLACE VALUE	58	84	64	69	66	83	61	72	45	59	70	70	50	68	74	55	69	56	65
3. ADD WHOLE NUMBERS	86	88	86	92	100	95	89	91	92	71	86	77	91	88	95	87	90	88	89
4. SUBTRACT WHOLE NUMBERS	87	88	83	77	93	89	81	88	71	61	86	73	80	83	90	78	77	75	81
5. MULTIPLY WHOLE NUMBERS	86	93	85	83	90	97	87	88	76	69	75	77	80	82	90	80	82	86	84
6. DIVIDE WHOLE NUMBERS	83	79	75	68	97	83	76	78	68	51	79	64	64	75	89	69	74	75	75
7. SOLVE WORD PROBLEMS: ADD/SUBTRACT	86	85	81	81	79	89	75	78	71	57	89	77	76	81	88	69	79	82	78
8. SOLVE WORD PROBLEMS: MULTIPLY/DIVIDE	83	81	68	66	62	78	63	72	61	61	70	57	57	67	73	58	65	74	64
9. SELECT UNITS OF MEASURE	91	92	93	92	100	99	90	97	87	82	95	93	82	91	95	85	85	91	90
10. INTERPRET GRAPHS	96	97	97	91	100	100	98	97	97	94	98	97	96	96	99	95	93	100	97
11. IDENTIFY EQUIVALENT FRACTIONS	80	86	65	69	79	83	56	69	45	41	68	61	55	74	75	55	58	65	65
12. ORDER WHOLE NUMBERS	86	92	91	83	97	95	84	94	84	82	89	90	77	88	93	83	87	86	87
AVERAGE PERCENTAGE	84	87	81	79	87	90	78	84	72	66	82	76	72	81	87	74	77	79	79
READING																			
1. IDENTIFY MAIN IDEA	80	84	70	55	64	82	62	62	45	47	79	64	56	62	70	62	61	65	66
2. RECALL FACTS, DETAILS	87	95	83	77	96	91	81	83	79	63	85	80	75	83	87	81	76	89	81
3. SEQUENCE EVENTS	86	94	81	74	86	89	80	72	66	45	74	74	79	78	86	78	72	82	78
4. DISTINGUISH FACT, NON-FACT	70	85	57	47	82	82	59	83	58	39	75	66	41	58	75	62	46	72	64
5. DRAW CONCLUSIONS	93	94	88	79	93	96	83	83	71	65	90	87	82	83	87	80	75	84	83
6. PREDICT OUTCOMES	81	88	79	68	79	84	71	69	47	47	76	72	69	69	80	64	64	77	71
7. USE CONTEXT CLUES	97	100	96	91	100	97	96	97	95	92	99	98	96	96	98	96	88	96	96
8. USE INDEX	90	93	88	81	96	92	84	93	71	78	88	83	82	87	91	86	81	88	87
9. USE MAPS, CHARTS	94	93	91	90	86	95	88	97	92	86	94	92	82	89	97	85	80	96	90
10. FOLLOW WRITTEN DIRECTIONS	90	91	83	79	89	93	80	93	76	75	90	84	79	86	91	86	72	91	85
11. IDENTIFY CHARACTER FEELINGS	94	95	88	81	86	93	85	83	79	63	90	87	85	85	88	82	76	89	86
AVERAGE PERCENTAGE	87	92	82	75	87	90	79	83	71	64	85	81	75	80	86	78	72	84	81
WRITING																			
1. SPELLING	96	100	98	95	100	100	98	100	100	96	97	100	97	100	99	99	95	96	98
2. PUNCTUATION	79	91	67	65	78	87	74	82	63	69	67	73	65	75	79	70	70	76	74
3. CAPITALIZATION	94	93	93	88	100	96	88	96	87	86	89	90	90	93	96	88	87	87	92
4. CORRECT ENGLISH USAGE	90	91	87	65	96	93	74	75	74	65	75	76	66	79	89	68	64	82	77
5. SENTENCE STRUCTURE	93	94	89	73	85	96	84	89	82	75	86	83	79	85	96	87	79	74	85
6. COMMONLY USED FORMS	96	96	90	88	100	96	92	100	92	86	90	97	94	94	97	87	89	95	93
7. COMPOSITION	85	88	85	66	89	95	80	71	76	71	82	86	86	77	87	74	81	87	80
8. HANDWRITING	100	100	99	99	100	100	100	100	100	100	100	99	99	100	100	98	99	100	100
AVERAGE PERCENTAGE	92	94	99	80	94	95	86	89	84	81	86	88	85	88	93	84	83	87	87

Grade 9 by High School

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 9 TABS OBJECTIVES	ANDERSON	AUSTIN	CROCKETT	JOHNSON	JOHNSTON	JANIER	MCCALLUM	REAGAN	TRAVIS	W B ROBBINS	GIRLSTOWN	KEALING	MARY LEE WEST	SHOAL CREEK	RIO GRANDE	TOTAL AISD
MATHEMATICS																
1. ADD/SUBTRACT WHOLE NUMBERS	94	96	97	94	95	97	97	96	96	97	100	80	100	100	67	96
2. MULTIPLY/DIVIDE WHOLE NUMBERS	87	90	91	89	91	90	91	88	88	84	89	60	50	83	67	89
3. SOLVE PROBLEMS: ADD/SUB./MULT./DIVIDE	77	81	80	62	71	75	79	75	75	55	44	30	50	100	33	75
4. USE FRACTIONS/MIXED NUMBERS: ADD/SUB./MULT.	69	76	77	46	62	68	68	63	66	39	33	30	50	83	33	67
5. USE DECIMALS: ADD/SUB./MULT./DIVIDE	85	89	88	77	81	84	86	82	84	74	56	50	50	83	67	84
6. SOLVE PERSONAL FINANCE PROBLEMS	50	60	53	37	44	48	54	44	46	50	22	10	0	100	33	49
7. FIND TOTAL DOLLAR AMOUNT/CHANGE	85	86	89	84	85	89	88	86	87	76	22	70	0	100	67	86
8. USE MEASUREMENT UNITS	80	85	85	70	80	80	85	77	80	63	44	40	50	100	33	81
9. USE RATIO/PROPORTION/PERCENT	64	68	59	44	59	57	61	58	56	47	22	30	0	50	33	59
10. DETERMINE DISTANCE/LOCATION ON MAPS	95	97	96	95	93	95	95	93	96	100	78	70	50	100	67	95
11. READ, INTERPRET CHARTS/GRAPHS	92	96	94	87	90	93	89	90	91	89	67	70	50	100	100	92
TOTAL MATHEMATICS	80	88	86	71	79	82	83	77	80	66	44	30	50	100	33	81
READING																
1. IDENTIFY MAIN IDEA	79	85	84	71	78	79	80	77	76	72	50	60	100	83	33	79
2. SEQUENCE EVENTS	88	92	91	84	89	90	88	88	89	81	75	90	33	100	67	89
3. PERCEIVE CAUSE - EFFECT	80	85	83	72	78	83	79	80	80	61	63	70	100	83	67	80
4. EVALUATE INFORMATION	79	89	85	77	78	79	83	78	82	78	63	60	100	100	0	81
5. DISTINGUISH FACT, NON-FACT	82	88	84	74	76	82	83	81	81	67	50	60	100	100	67	81
6. DRAW CONCLUSIONS	80	86	83	74	78	82	83	81	80	83	63	80	100	100	67	81
7. MAKE GENERALIZATIONS	81	88	88	80	81	82	85	84	82	78	75	90	100	100	67	84
8. FOLLOW WRITTEN DIRECTIONS	92	96	95	92	89	93	92	93	94	81	75	80	67	100	67	93
9. USE PARTS OF BOOK	84	86	86	75	78	82	82	80	78	75	63	60	33	100	33	81
10. USE REFERENCE SKILLS	88	92	88	84	85	86	85	85	86	83	75	60	100	100	33	87
11. USE MAPS, CHARTS	89	90	89	83	86	85	86	87	88	75	75	80	67	100	67	87
TOTAL READING	84	90	90	82	82	85	85	85	85	72	63	60	100	100	67	86
WRITING																
1. SPELLING	91	94	91	86	93	89	94	89	87	84	63	90	100	100	50	90
2. PUNCTUATION	81	86	81	70	78	80	82	73	76	69	63	70	33	83	50	79
3. CAPITALIZATION	93	96	95	95	92	94	95	94	91	97	88	90	100	100	100	94
4. CORRECT ENGLISH USAGE	76	82	76	63	72	74	80	67	68	66	38	30	67	100	50	73
5. SENTENCE STRUCTURE	92	96	94	87	90	91	93	92	94	91	100	90	67	100	100	92
6. COMMONLY USED FORMS	87	93	89	81	85	88	88	88	85	81	75	80	100	100	50	87
7. COMPOSITION	70	74	77	57	62	71	72	64	58	38	50	40	67	67	50	68
8. HANDWRITING	99	100	100	99	99	99	98	100	100	100	100	90	100	100	100	99
TOTAL WRITING	69	73	75	57	60	69	71	63	57	34	50	40	67	67	0	66

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PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE EXIT LEVEL TABS OBJECTIVES	BEDICHEK	BURNET	DOBIE	FULMORE	LAMAR	MARTIN	MURCHISON	O HENRY	PEARCE	PORTER	ROBBINS	TOTAL AISD
MATHEMATICS												
1. ADD/SUBTRACT WHOLE NUMBERS	96	96	96	94	96	97	94	95	94	97	100	96
2. MULTIPLY/DIVIDE WHOLE NUMBERS	94	90	90	87	92	91	92	90	88	93	66	91
3. SOLVE PROBLEMS: ADD/SUB./MULT./DIVIDE	83	78	78	71	76	79	72	77	66	84	33	77
4. USE FRACTIONS/MIXED NUMBERS: ADD/SUB./MULT.	76	69	73	64	68	77	69	74	56	81	33	71
5. USE DECIMALS: ADD/SUB./MULT./DIVIDE	88	85	81	84	84	90	84	85	81	92	33	86
6. SOLVE PERSONAL FINANCE PROBLEMS	52	51	51	45	49	52	50	56	36	53	33	50
7. FIND TOTAL DOLLAR AMOUNT/CHANGE	91	90	86	83	87	89	86	85	87	86	66	87
8. USE MEASUREMENT UNITS	88	84	78	78	81	83	81	84	74	86	66	82
9. USE RATIO/PROPORTION/PERCENT	65	61	62	52	56	65	63	69	49	64	0	61
10. DETERMINE DISTANCE/LOCATION ON MAPS	99	93	93	96	93	96	95	97	93	96	100	95
11. READ, INTERPRET CHARTS/GRAPHS	94	93	93	92	90	93	90	91	89	95	66	92
TOTAL MATHEMATICS	89	84	79	76	78	85	79	85	75	90	66	82
READING												
1. IDENTIFY MAIN IDEA	88	84	80	74	80	77	82	85	75	86	66	81
2. SEQUENCE EVENTS	92	92	88	85	86	89	88	90	86	93	100	89
3. PERCEIVE CAUSE - EFFECT	86	82	84	80	80	81	79	83	77	86	33	82
4. EVALUATE INFORMATION	88	83	79	80	81	81	81	84	78	87	66	82
5. DISTINGUISH FACT, NON-FACT	87	89	83	79	82	84	80	86	75	87	66	83
6. DRAW CONCLUSIONS	89	87	82	80	82	83	81	85	77	85	66	83
7. MAKE GENERALIZATIONS	90	85	84	80	83	84	79	85	85	90	100	85
8. FOLLOW WRITTEN DIRECTIONS	95	95	94	95	92	94	90	92	92	94	100	93
9. USE PARTS OF BOOK	90	86	82	76	81	88	81	82	82	86	66	84
10. USE REFERENCE SKILLS	91	89	88	83	82	89	90	86	88	88	100	87
11. USE MAPS, CHARTS	90	85	88	85	85	90	87	88	86	90	33	87
TOTAL READING	93	89	85	84	84	87	84	87	85	91	66	87
WRITING												
1. SPELLING	90	91	90	87	94	89	90	94	89	93	50	91
2. PUNCTUATION	79	81	80	73	81	85	83	82	69	86	50	80
3. CAPITALIZATION	93	94	95	91	94	95	96	94	95	95	100	94
4. CORRECT ENGLISH USAGE	80	74	75	69	78	79	71	78	67	82	50	76
5. SENTENCE STRUCTURE	95	92	95	94	89	92	89	93	89	94	100	92
6. COMMONLY USED FORMS	90	88	91	81	87	87	90	90	84	94	100	88
7. COMPOSITION	76	74	70	58	69	75	64	72	62	75	50	70
8. HANDWRITING	99	98	99	100	98	98	99	99	98	99	100	99
TOTAL WRITING	74	73	69	57	68	74	62	72	61	75	50	69

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